Whytrig Middle School - PSHE, Citizenship and Personal Development Progression

(under review to reflect the statutory guidance for RSE and HE for introduction in September 2026)

Personal Development and Skills
Through our Personal Development programme and school LINC and BEAM approaches, we aim to provide every pupil with meaningful opportunities to build their self-esteem, strengthen their character, and develop positive social skills. We strive to foster a positive mindset and support pupils in becoming responsible, active citizens within their community and the wider world. Our programme also helps pupils learn to manage their emotions, work effectively with others, and make positive choices that will enable them to succeed both in school and in later life. We focus on developing key skills such as self-awareness, decision-making, resilience, independence, and communication, including articulating reasoned viewpoints.

Health Education Progression				
Theme	**Year 5**	**Year 6**	**Year 7**	**Year 8**
Mental Health and Emotional Well-being	- To describe a range of emotions - Recognise that feelings can change over time and range in intensity - Use varied vocabulary when talking about feelings and the importance of expressing feelings - Develop strategies to respond to feelings and manage feelings - appropriately and proportionately - How to manage setbacks and perceived failures - Problem-solving strategies for dealing with emotions,	- Identify helpful and unhelpful thoughts - The impact of unhelpful thoughts on ourselves and others - About strategies to deal with unhelpful thoughts - Describe a range of emotions - Describe how our emotions can impact thoughts and actions - Develop strategies to cope with uncomfortable emotions - About making informed choices - To practice mindfulness and recognise how mindfulness	- Recognising and demonstrating personal strengths that build confidence, self-esteem, and wellbeing - Develop simple strategies to build resilience to negative opinions and comments. - About the characteristics of mental and emotional health and strategies to manage these - Develop a range of coping strategies to promote well-being and boost mood, including physical activity and participation in positive relationships	- Understand what can affect well-being - Develop simple strategies to build resilience to negative opinions and comments, and learn how to respond to disappointments and setbacks - Develop a range of coping strategies to promote well-being and boost mood, including physical activity and participation in positive relationships - About the causes and triggers of unhealthy coping strategies, such as self-harm and eating disorders, and the

	challenges, and change ● Understanding other people's perspectives ● Recognise warning signs about mental health	can be linked to happiness	● Recognise when others might need help with mental health and sources of support	need to seek help ASAP ● Recognise when others might need help with mental health and sources of support
Physical Wellbeing/ Healthy Lifestyles	● Identify the importance of regular exercise ● About good physical health and signs of illness ● Understand the importance of sleep ● Identify the importance of good personal hygiene, especially hand washing. ● Identify the importance of personal hygiene during puberty	● How habits can affect healthy lifestyles ● Good physical health and signs of illness ● Identify food groups and what makes a balanced diet ● Identify the benefits of regular exercise ● Identify the importance of personal hygiene - (including handwashing and dental hygiene) ● Understand how sleep contributes to a healthy lifestyle ● Benefits and risks of sun exposure ● About the risks and effects of legal drugs common to everyday life (alcohol, tobacco, vaping, and medicines) and their impact on health ● Recognise the laws surrounding the use of legal drugs ● Challenge stereotypes about 'the perfect body' and how online images can be misleading	● About the benefits of exercise on physical and mental health ● Recognise and manage what influences choice about physical activity ● The role of balanced diets as part of a healthy lifestyle and the impact of unhealthy food choices ● Identify what might influence decisions about eating a balanced diet and strategies to manage food choices. ● About alcohol, nicotine, and other legal substances (vaping), including short and long term health risks ● To evaluate misconceptions, social norms, and cultural values relating to substance use ● Strategies to manage a range of influences on substance use, including peer pressure	● About illegal substances - types and classification of drugs, laws relating to their supply, use, and misuse ● Information about the short and long-term health risks of illegal substances ● About the personal and social risks and consequences of substance use, misuse, and occasional use ● The positive uses of drugs in society including the safe use of prescribed medicines. ● To evaluate misconceptions, social norms, and cultural values relating to substance use ● Strategies to manage a range of influences on substance use, including peer pressure ● Nutrients in food, their importance, and effects of nutrient deficiency/imbalance (including obesity/heart disease) ● The effects of tobacco on the lungs and the social effects

			● How and when to seek support if worried about health		● of smoking (including financial implications) ● The effects of exercise on the cardiovascular system. ● Health-related fitness and its importance
Keeping Safe/Personal Safety	● Identify the consequences of decisions and actions, and how decisions and actions can help in risky situations ● Identify when situations are dangerous ● About hazards (including fire risks) that may cause harm, and how to reduce risks and keep safe ● Strategies for keeping safe in the home, local environment, and unfamiliar places(rail,l water, road) ● Safe use of digital devices when out and about ● What is meant by first aid and basic first aid techniques ● Know how to get help in an emergency ● Safety and risk when using equipment in school (Sci, DT, Food, Art, etc.) ● About the risks of being online and using digital technology	● How to look after emotional well-being and mental health when online ● Steps to have a healthy digital life ● About the risks of being online and using digital technology ● About how to stay safe online, when using digital technology, and how to report concerns when online. ● The risks and benefits of social media ● Safety and risk when using equipment in school (Sci, DT, Food, Art, etc.) ● Electrical safety and hazards in the home and in the local community	● Safety and risk when using equipment in school (Sci, DT, Food, Art, etc.) ● Chemical hazard symbols use and meanings, including regulations ● Fire extinguishers and the effects of oxygen on fires ● Personal safety associated with antisocial behaviour (knife crime/weapons/gang culture) ● Laws and regulations associated with knife crime ● Ongoing reinforcement of staying safe online	● Safety and risk when using equipment in school (Sci, DT, Food, Art, etc.) ● Personal safety associated with gang culture, county lines and child exploitation - risks and signs ● Laws and regulations associated with gang culture, county lines, and child exploitation ● About the risks of being online and using digital technology

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Growing and changing/ Puberty and sexual health	• Identify the external and internal reproductive organs in males and females. • Identify the physical and emotional changes that happen when approaching puberty, including the menstrual cycle, erections, and wet dreams • The importance of hygiene routines during puberty • About the term 'body image', how people look different from each other, and how online images can be misleading • Identify how the process of puberty relates to human reproduction • That for some people, gender identity does not correspond to their biological sex • Comparison of the human lifecycle to plants, insects, and other animals • About personal identity and what contributes to our personal identity • About individuality and personal qualities • How to identify personal skills, strengths, achievements, and interests, and how these contribute to self-worth	• About personal identity and what contributes to our personal identity • About individuality and personal qualities • How to identify personal skills, strengths, achievements, and interests, and how these contribute to self-worth	• Names/functions of the internal and external male and female reproductive organs • The menstrual cycle, management of periods/normalisation of periods • Development of the fetus, including effects on the mother,/healthy pregnancy • Birth and looking after a baby, including feeding • Main changes (physical and emotional) during puberty	• About the purpose, importance, and different forms of contraception, and how to access contraception advice. • That certain infections can be spread by sexual activity, and that some barrier contraceptives can offer some protection against STIs

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Relationships Education Progression				
Theme	**Year 5**	**Year 6**	**Year 7**	**Year 8**
Positive relationships	- Identify features of positive family life and loving relationships - Recognise and respect different family structures (including families that live apart) - Marriage is a legal declaration of commitment made by 2 adults who love and care for each other - How to recognise and seek advice if family relationships cause unhappiness or a feeling of not being safe - That people may be attracted to someone of the same sex to them and that gender identity and sexual orientation are different - Types of relationships and positive aspects of a range of relationships	- What constitutes a positive, healthy relationship (online and offline) - Describe what a healthy and respectful online relationship looks like. - Identify what inappropriate online behaviours and relationships might look like. - The importance of making others feel included and that they are valued - Teamworking skills including: communication, collaboration, compromise, and shared responsibility. - Understand how my own positive attributes positively affect others - To listen respectfully to a wide range of people, including those whose traditions and beliefs are different from their own - How to discuss and share opinions while respecting others' points of view and constructively challenge those they disagree with	- Indicators of healthy and unhealthy relationships - The importance of friendships - The similarities, differences, and diversity among people of different races, cultures, abilities, sexes, gender identities, ages, and sexual orientations - To clarify and develop personal values in friendships and loving relationships - The importance of trust in relationships and behaviours that can build or undermine trust	- About different types of relationships (family, friends, romantic, and intimate) and factors that can affect them - Indicators of healthy and unhealthy relationships - The difference between biological sex, gender identity, and sexual orientation - Recognise that sexual attraction and sexuality are diverse - Marriage is a legal, social, and emotional commitment that should be entered into freely and not coerced into. - The nature and importance of stable, long-term relationships for family life and bringing up children - To develop personal values in relationships - The importance of trust in relationships and behaviours that can build or undermine trust - That everyone has the choice to delay sex or to enjoy intimacy without sex

Forming and Maintaining Positive Relationships	- The importance of friendships and strategies to build positive friendships - Identify features of positive friendships (online and face-to-face) - Recognise when others feel excluded and strategies to include others - How friendships change over time and the benefits of having different types of friends - Strategies to manage peer influence in friendships - Strategies to resolve disputes in friendships positively - Managing times when friendships make you feel unsafe or uncomfortable, and how to seek support - To listen respectfully to a wide range of people, including those whose traditions and beliefs are different from their own - How to discuss and share opinions while respecting others' points of view and constructively challenge those they disagree with	- Privacy and personal boundaries - what is appropriate in friendships - Understand why someone might behave differently online, recognising risks, harmful content, and how to report concerns - How to respond safely to adults they do not know - Strategies to improve respectful relationships	- How to safely form, maintain, and manage positive relationships, including online - About the qualities and behaviours they should expect and exhibit in a wide range of relationships - Managing strong feelings associated with relationships (including sexual attraction) - About the services available to support healthy relationships, manage unhealthy relationships, and how to access them	- How to safely form, maintain, and manage positive relationships, including online - About the qualities and behaviours they should expect and exhibit in a wide range of relationships - Further develop the skills of active listening, clear communication, negotiation, and compromise

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| Safe Relationships/ Consent | • Recognise different types of physical contact
• Know what physical contact is acceptable and unacceptable, and how to respond to unwanted physical contact
• Seeking and giving permission (consent) in different situations
• Secrets- when it is ok to keep a secret and when keeping secrets should not be agreed to.
• How to recognise and manage pressure from others to do something you don't want to and how to respond
• The importance of self-respect and that everyone should expect to be treated with respect (both off and online)
• Spotting signs of unhealthy relationships and suggesting different ways to end relationships if needed. | • Know what physical contact is acceptable and unacceptable, and how to respond to unwanted physical contact
• Seeking and giving permission (consent) in different situations
• That personal behaviour can affect other people - recognise and model respectful behaviour online
• Understand the importance of self-respect and how this can affect your thoughts and feelings
• How to recognise and manage pressure from others to do something you don't want to and how to respond, including online | • How to seek, give, not give, and withdraw consent in all contexts
• That consent is given freely | • That consent is given freely and being pressured or coerced into something is ot consent - how to seek help in such circumstances
• About the law relating to sexual consent
• How to seek, give, not give, and withdraw consent in all contexts
• That the seeker of consent is legally and morally responsible for ensuring consent is given, and that decisions should always be respected
• To gauge readiness for sexual intimacy
• That intimate relationships should be pleasurable |
| Bullying and Hurtful Behaviour | • The impact of bullying and hurtful behaviour (online and offline)
• Strategies to respond to hurtful behaviour experienced or witnessed (reporting concerns and | • Describe different types of unkind behaviour (harassment, teasing, exclusion, etc.)
• Explain the effects of unkind behaviour
• Ways to help if we | • About the impact of stereotyping, prejudice,e and discrimination on individuals and relationships
• To recognise bullying in all its forms and develop skills and strategies to manage being | • The characteristics of abusive behaviours such as grooming, sexual harassment, sexual and emotional abuse, violence, and exploitation, and how to recognise warning signs and |

	seeking support)	experience or witness unkind behaviour - Identify bullying behaviours and their consequences. - Explain what online bullying looks like and know how to tell if it is happening to me. - Know how to get help if I see or experience bullying online.	targets or witnessing others being bullied - About the unacceptability of prejudice-based languages offline and online - About the need to promote inclusion and challenge discrimination - Motivations, misconceptions, and consequences of carrying weapons, and strategies to manage pressure to carry a weapon	seek support. - To recognise bullying and its impact in all forms. - The skills and strategies to manage being targeted and witnessing others being bullied - The impact of stereotyping and discrimination on individuals and relationships - About the unacceptability of prejudice-based languages offline and online - About the need to promote inclusion and challenge discrimination - To recognise peer influence and develop strategies to manage it, including online - That the need for peer approval can generate feelings of pressure and lead to increased risk-taking - The role peers can play in supporting one another to resist pressure, influence, and challenge harmful social norms

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Living in the Wider World Progression				
Theme	**Year 5**	**Year 6**	**Year 7**	**Year 8**
Media Literacy and Digital Resilience	● To search for information online safely, using search engines, and how to assessthe reliability of online search results ● How a webpage's content can influence where it is ranked in search results	● Cybersecurity: safe passwords, protecting devices, and suspicious contact ● Develop understanding of safe and sensible online engagement and being respectful and mindful of the information you share and search for online. ● Recognise ways the internet and social media can be used positively and negatively ● Steps to lead a healthy digital life ● I can explain what fake news is and the effects of it. ● I can reflect on how I can help stop the spread of fake news. ● How to assess the reliability of online information and how to make reliable choices from search results. ● I can discuss how we can check if online information is reliable or not. ● How information online is ranked and targeted at individuals, and how	● Evaluate the online world and their own internet activity for safety concerns and equip themselves with tools for protecting their online identities. ● Understand the risks when using technology, recognise inappropriate content, contact, and conduct, and know how to report concerns. ● Understand the positive and negative impacts of social media. ● Focus on practical skills like using file management, effective online search, basic software (like email and presentations), and safe and responsible online behaviour (digital citizenship).	● Know how to use technology safely, respectfully, responsibly, and securely, including protecting their own online identity. ● Know the techniques used by cyber criminals to steal data and disrupt systems. ● Understand the purpose of Cyber Security, Legislation, Data Protection Act, and Computer Misuse Act. The Data Protection Act. ● Understand the threats to data security, data loss, corruption, & theft. ● Understand the actions to minimise different risks. ● Identify examples of artificial intelligence and machine learning in real-world work.

		connected devices can share information.		
Money and Finances	**Whole School Talk Topic focus Spring Term 1** Whole School objectives include: ● Identify factors that affect financial choices (including emotion, peer pressure, and marketing pressure) ● Reflect on feelings and opinions related to money ● Recognise the benefits and difficulties of saving money and strategies to make saving manageable ● Identify financial risks and potential consequences of debt ● Assess the risks of carrying money (including cards) and how to protect financial information in public ● Increase confidence in making financial decisions			
Work and Careers	**WMS Careers Vision and Summary**			
Citizenship, Rights and Communities	● Britain is a diverse democracy ● The importance of diversity, celebrating, and respecting diversity ● The purpose of human rights ● Features of a community ● How the actions of people can affect a community ● Making positive contributions to communities ● What are laws, how do they help me, and what are the consequences for breaking laws? ● What is democracy? ● What is local government, and what does it do? ● How does local government	● This history of crime and punishment in Britain - the role of the police and courts ● Fair trials and the right to a fair trial ● Historical community groups (Tithings in Anglo-Saxon Britain) ● The Magna Carta and the evolution of the rights of citizens of Britain	● What is a constitutional monarchy? ● What are parliament and government, and how do they work? ● What is democracy, and how has it developed in the UK? ● The significance of the Magna Carta ● The suffragette movement and votes for women ● Know how we can be tolerant, accepting, and respectful - tackling prejudice and discrimination. ● How to promote inclusion and challenge discrimination. ● Explore the law and young people - evaluate what	● British culture and identity ● Symbols of Britain and what makes us British? ● Democracy and the electoral system ● The difference between wants, needs, rights, and responsibilities ● About antisocial behaviour, the laws surrounding antisocial behaviour, and how to keep safe.

	affect me, and how do I become involved in it? ● What is National government and what does it do? ● What is the role of charities and community groups in Britain, and how can I support them? ● Develop knowledge of Modern British Values and represent them through dance		causes young people to turn to crime ● Explain the purpose of the age of responsibility and discuss whether it should be raised. ● Explain the ideas and consequences of joint enterprise, aiding and abetting, and failure to act ● About antisocial behaviour, the laws surrounding antisocial behaviour, and how to keep safe.	