

Year 7 – PSHE

The Year 7 PSHE curriculum has been designed to be delivered in a sequence that allows for connection making and has become more complex and age-specific through the progression of units throughout the academic year. All substantive knowledge to be delivered is taken directly from the RSHE statutory guidance document. Each one of the PSHE topics becomes a thread of knowledge building throughout this entire secondary curriculum. There are clear links across topics, which are highlighted on the Learning Journey for PSHE.

The curriculum has been designed with a loose presumption that students will have been taught the statutory primary content for RHE. Knowing that the guidance only became statutory in September 2020, where necessary, lessons have been included that re-cap (re-teach) primary content, to ensure our secondary curriculum can be fully accessed. Lessons will also, less explicitly, link to prior KS2 level knowledge as and when required.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Families:</p> <ul style="list-style-type: none"> • Different kinds of committed, stable relationships and how they contribute to human happiness. • Character. • Managing emotions. • Trusted adults. • Positive relationships for raising children and recognising different family types for raising children. • Wider family relationships. <p>Respectful relationships: respect and friendship.</p> <ul style="list-style-type: none"> • Positive and healthy friendships. • Respecting difference • Boundaries, privacy, and consent. • Conflict and reconciliation. • Ending friendships/relationships. 	<p>Online and media: Rights, responsibilities and keeping safe.</p> <ul style="list-style-type: none"> • Opportunities online. • Digital Citizenship • Digital Footprint. • Online behaviour rules. <p>Mental wellbeing: Talking about emotions.</p> <ul style="list-style-type: none"> • What is mental wellbeing? • Why is connecting to others important? • How does time online impact our wellbeing? • Our behaviour, thoughts, and feelings. • Dealing with grief. • Identifying toxic friendships. <p>CEIAG: Starting to think about the future.</p> <ul style="list-style-type: none"> • Introduction to Xello and building a career profile. • Study habits. 	<p>Changing adolescent body: Puberty and menstrual wellbeing.</p> <ul style="list-style-type: none"> • Exploring puberty. • The brain during puberty. • Sexual feelings. • Hygiene • Menstrual health – expectations and period products. • Understanding periods. • First aid. <p>Internet safety and harms: Body image.</p> <ul style="list-style-type: none"> • Body image introduction. • Idealised projections • Beliefs about beauty • Puberty and body image • Support for body image issues. • Healthy eating 	<p>Citizenship:</p> <ul style="list-style-type: none"> • Development of the political system of democratic government. • Operation of Parliament. • Elections • Democracy. <p>CEIAG: Starting to think about the future.</p> <ul style="list-style-type: none"> • Introduction to Xello and building a career profile • Entrepreneur. 	<p>CEIAG: Starting to think about the future.</p> <ul style="list-style-type: none"> • The connection between personality and career choice. • Research into a career of interest. • Time management. • Career ambitions • Aspiration 	<p>Responsive Curriculum:</p> <ul style="list-style-type: none"> • Responses to national, local, and whole school priorities. <p>As preparing students for life in modern Britain is a key part of the PSHE curriculum, these lessons may well be interspersed throughout the academic year. These lessons would address year group or school needs as they arise or have a particular national or local focus where appropriate.</p> <ul style="list-style-type: none"> • Work / life balance • Challenging bullying <ul style="list-style-type: none"> • Prejudice

Through the use of stories, examples, and scenarios, students will reflect on the characters' choices, consider decisions for them, and engage with their experiences. Other skills practised at an age-appropriate level are:

- Empathy.
- Connection making.
- Knowledge to make their own informed lifestyle decisions (within the law).
- Debate and oracy skills.
- Equality and inclusivity.
- Treating others with care and respect.
- Reflection on the human experience.
- Deep reflection and consideration of perspective.
- Resilience.
- Maintaining their own self-care.

<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p> <p>Termly quiz to consolidate content learnt.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p> <p>Termly quiz to consolidate content learnt.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p>	<p>Ongoing formative assessment through regular retrieval and checking for understanding through quizzing, questioning and mini-whiteboards.</p> <p>Termly quiz to consolidate content learnt.</p>
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