

Curriculum Overview for PSHEE - Year 7

| When? | What? | Why? | How? | Support |
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| Autumn Half Term – 1 | <p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Personal identity and transition. 2. Support networks. 3. Friendships. 4 Skills for success - being organised. 5. Being an aspirational student 6 and 7. Healthy lifestyle choices (diet, exercise, sleep) | <p>To support students in developing the knowledge, skills and attributes to effectively manage the transition to a new school and to begin, grow and maintain friendships in new situations.</p> <p>To improve study skills and to develop student’s personal responsibility for their own academic progress.</p> <p>To increase understanding of how lifestyle choices can affect physical and mental health.</p> | <p>Through individual work, group work and class discussion</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, PASS questions and ‘I can’ statements.</p> | <p>Core knowledge sheets available on Show My Homework</p> <p><i>Study skills workshops</i></p> |
| Autumn Half Term - 2 | <p>Living in the Wider World</p> <p>In this unit, students consider their ambitions and challenge stereotyping, prejudice and discrimination in the context of employment. Students have the opportunity to take part in the ‘Step into the NHS’ competition that aims to promote careers literacy. Students research NHS jobs, take part in a careers personality test, create job descriptions and job advertisements for their chosen NHS career.</p> | <p>To help students begin to understand the skills and qualities associated with enterprise and employability.</p> | <p>Individual and group work.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, PASS questions and ‘I can’ statements.</p> <p>Group competition entries will be peer and teacher assessed using the NHS competition criteria.</p> | <p>NHS competition materials and examples of student work will be available on Show my Homework.</p> <p><i>Internet safety – police ‘safer schools’ presentations.</i></p> |

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| <p>Spring Half Term - 1</p> | <p>Relationships</p> <ol style="list-style-type: none"> 1. Diversity 2. Prejudice and discrimination. 3 and 4. Bullying 5. Online safety/cyberbullying 6. Healthy relationships - peer pressure | <p>To develop the concept of diversity through exploring rights and responsibilities.</p> <p>To explore the nature of prejudice and discrimination and ways to challenge and manage them.</p> <p>To explore the nature of bullying and to develop strategies for responding to situations where bullying is, or is perceived to be taking place.</p> <p>To recognise and manage social risks of using the internet.</p> | <p>Individual and group work.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, PASS questions and 'I can' statements.</p> | <p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p> |
| <p>Spring Half Term - 2</p> | <p>Health and Wellbeing</p> <ol style="list-style-type: none"> 1. Energy drinks 2. Alcohol 3. Smoking and vaping 4 – 5. Drugs - facts, risks and consequences. 6. Cancer awareness | <p>To develop skills to assess risks to health from substance use.</p> <p>To understand the laws relating to alcohol, vaping and tobacco use.</p> <p>To develop strategies for managing peer influence.</p> <p>To understand what cancer is, how it develops in the body and how we can amend our lifestyles to minimise the risk of developing certain types of cancer.</p> | <p>Individual and group work.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, PASS questions and 'I can' statements.</p> | <p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p> |
| <p>Summer Half Term - 1</p> | <p>Relationships</p> <ol style="list-style-type: none"> 1 and 2. Puberty, health and hygiene. 3. Unwanted contact, healthy and unhealthy relationships 4. FGM 5. Families 6. Romance and friendships. | <p>To understand the physical and emotional changes young people experience and the importance of personal hygiene.</p> <p>To understand that young people have the right to protect their body from inappropriate and unwanted contact and to understand that actions such as female genital mutilation (FGM) are illegal and know how to get support if they have concerns for their own safety or that of others.</p> <p>To explore the role of parents and the importance of stable long-term relationships for family life.</p> <p>To explore the positive qualities that people might bring to relationships and to promote self-esteem.</p> <p>To understand the importance of friendship as a basis for romantic relationships.</p> | <p>Individual and group work.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, PASS questions and 'I can' statements.</p> | <p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p> |

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| <p>Summer Half Term -2</p> | <p>Living in the Wider World</p> <ol style="list-style-type: none"> 1. Saving, spending and budgeting. 2. Financial products 3. Savings, loans and interest rates 4. Financial transactions 5. Understanding fraud 6. Identity fraud and data protection 7. Making ethical financial decisions | <p>To understand the impact of financial decisions on ourselves and others. To understand the concepts of spending and saving, including managing a simple budget.</p> | <p>Individual and group work. Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, PASS questions and 'I can' statements.</p> | <p>Signposting to a range of support services will be available on SMH and highlighted during lessons and classroom displays.</p> |
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