

Curriculum Overview for PSHEE - Year 7

| When? | What? | Why? | How? |
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| Autumn Half Term – 1 | Engaging with Health and Wellbeing Emotional wellbeing during transition <ol style="list-style-type: none"> 1. Introduction to PSHEE & RULER. 2. Emotional wellbeing - Recognising emotions in self and others and managing change. 3. Emotional wellbeing - Understanding emotions. 4. Emotional wellbeing - Labelling emotions. 5. Emotional wellbeing - Expressing emotions. 6. Promoting emotional wellbeing - Regulating Emotions, self-worth and aspiration. | <p>This unit aims:</p> <ul style="list-style-type: none"> • To improve student emotional intelligence and resilience through the introduction of the RULER technique. • To give students the skills and knowledge to manage their emotions, particularly through times of uncertainty and change. • To support students to effectively manage the transition to a new school. • To give students the skills to develop positive friendships in new situations and to grow and maintain their own personal support networks. • To improve study skills and encourage students to take responsibility for their own academic progress. | <p>Students will be introduced to the RULER technique and will be given opportunities to apply this to their own lives through discussion and a combination of individual, pair and small-group work.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quizzes and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p> |
| Autumn Half Term - 2 | Aspiring to Live in the Wider World Careers competition <p>Students will have the opportunity to take part in the 'Step into the NHS' competition that aims to promote careers literacy.</p> | <p>This unit encourages students to consider their ambitions and to understand some of the skills and qualities associated with enterprise and employability.</p> <p>It also equips students to understand and challenge prejudice, discrimination and sexual harassment in the work place and wider world as well as promoting teamwork, cooperation and competitive skills.</p> | <p>Individual, pair and group work.</p> <p>Students will research a range of NHS jobs, take part in a careers personality test and will create job descriptions and job advertisements for their chosen NHS career.</p> <p>Competition entries will be peer assessed using the NHS competition criteria.</p> |
| Spring Half Term - 1 | Respectful Relationships Diversity, Prejudice and Discrimination <ol style="list-style-type: none"> 1. Diversity & Equality. 2. Prejudice and discrimination. 3. Friendship. 4. Bullying/peer on peer abuse. 5. Cyberbullying. 6. Asking for help/safeguarding. | <p>This unit aims:</p> <ul style="list-style-type: none"> • To develop an understanding of diversity and the Equality Act 2010. • To explore the nature of prejudice and discrimination and ways to challenge and manage such behaviour. • To explore the nature of friendship and to support students in developing and maintaining healthy relationships with their peers. | <p>Through a combination of individual, pair and group work students will learn about diversity and equality and how these values can be threatened by prejudicial views and discriminatory behaviour. This knowledge will then be applied to the concepts of bullying and cyberbullying where students will explore the nature and impact such behaviour and develop strategies to keep themselves and each other safe.</p> |

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| | | <ul style="list-style-type: none"> To explore the nature of bullying and peer-on-peer abuse and to develop strategies for responding to situations where they are, or are perceived, to be taking place. To help students recognise and manage the social risks of using the internet specifically in relation to cyber-bullying. To ensure that all students are fully informed and, where necessary, signposted to a range of support and advice services. | <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quizzes and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p> |
| Spring Half Term - 2 | Engaging with Health and Wellbeing Healthy choices 1. Health and Hygiene. 2. Puberty. 3. Puberty incl FGM. 4. Healthy lifestyles - diet, sleep & exercise. 5-6. Influences on health (alcohol/ smoking). | <p>This unit aims:</p> <ul style="list-style-type: none"> To foster an understanding of the physical and emotional changes young people experience during puberty and the importance of personal hygiene. To ensure that students understand that they have the right to protect their bodies from inappropriate and unwanted contact and to understand that actions such as female genital mutilation (FGM) are illegal. To ensure that students know how to get support if they have concerns for their own safety or that of others. To increase understanding of how lifestyle choices can affect physical and mental health. To develop skills to assess risks to health from substance use. To understand the laws relating to alcohol, vaping and tobacco use. | <p>Individual, pair and group work will be used during lessons to establish the facts around puberty and how students can look after their health and wellbeing during this time. Students will also investigate the risks and consequences of alcohol misuse and smoking and how such lifestyle choices can impact their physical and mental wellbeing.</p> <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quizzes and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p> |
| Summer Half Term - 1 | Respectful Relationships Building healthy relationships 1. Different relationships, same love. 2. Healthy relationships & consent. 3. Unwanted contact/unhealthy relationships. 4. Families & marriage. 5. Romance and friendships. 6. Seeking help and advice. | <p>This unit will:</p> <ul style="list-style-type: none"> Help students to understand what makes a healthy (or unhealthy) relationship and how these can affect self-esteem. Explore the positive qualities that people might bring to a range of relationships. Support students in developing their own healthy, respectful and consensual relationships. | <p>This second 'respectful relationships' unit has a more personal focus in which we investigate the nature of healthy and unhealthy relationships; addressing friendship, family and romantic relationships. Previous learning about equality and diversity (Spring 1) will also be revisited and developed when discussing sexuality and gender within the context of personal relationships.</p> |

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| | | <ul style="list-style-type: none"> • Help students to understand the importance of friendship as a basis for romantic relationships. • Foster an understanding of sexuality and gender within the context of healthy relationships. • Evaluate the help, advice and support that is available to students both in and outside of school. | <p>Assessment will be ongoing and progress will be monitored through a range of ipsative assessment techniques, knowledge quizzes and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p> |
| Summer Half Term - 2 | <p>Living in the Wider World</p> <p>Economic Education</p> <ol style="list-style-type: none"> 1. Saving, spending and budgeting. 2. Savings, loans and interest rates. 3. Financial transactions. 4. Understanding fraud. 5. Identity theft and data protection. 6. Making ethical financial decisions. | <p>This unit helps students:</p> <ul style="list-style-type: none"> • To understand the concepts of spending and saving, including how to manage a simple budget. • To understand how to protect themselves from online fraud and scams. • To understand what it means to be an ethical consumer and how they can make ethical financial decisions. • To understand the impact of financial decisions on themselves and others. • To understand their rights as consumers. | <p>In this economic education unit students will begin to learn about the concepts of budgeting, saving and spending and how they can protect themselves from fraud and scams.</p> <p>A combination of individual, pair and group work will be used during lessons and progress will be monitored through a range of ipsative assessment techniques, knowledge quizzes and 'I can' statements.</p> <p>Signposting to relevant sources of help, advice and support will be on display in all PSHEE classrooms and available on Google Classroom.</p> |