

## Year 7 Curriculum Overview [2021-2022]

### Subject – PSHE

Autumn Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Formative Assessment
	Composites	Components  [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT1</b>  <u>Healthy Relationships</u>	<b>Friendships</b>	<ul style="list-style-type: none"> <li>Importance of friendships</li> <li>Characteristics of a positive Friendship</li> </ul>	The UK Law in practice  Making the right choices  Mutual respect	<u>Oral</u> Discussion of what constitutes a healthy and unhealthy relationship  Discussion of what can promote positive mental health  Discussion of what the characteristics of a positive friendship are  Advice on healthy use of social media  <u>Writing Skills</u> Plan out a table 'how to retain good mental health'  Creating a poster to warn people of the signs of domestic abuse  <u>Vocabulary</u> Relationships Behaviour Abuse	<ul style="list-style-type: none"> <li>Teamwork</li> <li>Decision Making</li> </ul>	
	<b>Mental Health</b>	<ul style="list-style-type: none"> <li>Good mental Health</li> <li>Signs of anxiety, social anxiety, stress &amp; depression</li> <li>Emotional well-being and Social confidence</li> <li>Prevention, statistics and where to seek support</li> </ul>	Individual liberty  Benefit of having healthy relationships and friends  Personal choices over time		<ul style="list-style-type: none"> <li>Emotional Literacy</li> <li>Positive attitude</li> </ul>	
	<b>Promoting Emotional Wellbeing</b>	<ul style="list-style-type: none"> <li>Factors that can affect our mental health or emotional wellbeing</li> <li>Managing disappointments and setbacks</li> <li>Help and support</li> </ul>	Personal qualities		<ul style="list-style-type: none"> <li>Communication</li> <li>Emotional Literacy</li> </ul>	
	<b>Digital Resilience</b>	<ul style="list-style-type: none"> <li>Benefits and challenges of social media young people's wellbeing</li> <li>Case study-how to give advice on allowing social media to have too much of an impact on young people</li> <li>Help and support</li> </ul>			<ul style="list-style-type: none"> <li>Positive attitude</li> <li>Teamwork</li> </ul>	
	<b>Healthy and unhealthy coping strategies</b>	<ul style="list-style-type: none"> <li>The meaning of unhealthy coping strategies</li> <li>Healthy strategies to promote healthy mental health</li> <li>Help and Support</li> </ul>			<ul style="list-style-type: none"> <li>Positive attitude</li> <li>Teamwork</li> </ul>	

	<p><b>Safety in the Home</b></p> <ul style="list-style-type: none"> <li>• Different relationships</li> <li>• Genuine Friendships</li> <li>• What makes a healthy relationship?</li> <li>• What makes an unhealthy relationship?</li> <li>• Abusive behaviour</li> <li>• Domestic Abuse/ Violence</li> <li>• The Law</li> <li>• Where to seek support</li> </ul>		<p>Domestic</p> <p>Emotional</p> <p>Physical</p> <p>Economic</p> <p>Coercion</p> <p>Violence</p> <p>Resilience</p> <p>Emotional wellbeing</p> <p>Mental Health</p> <p>Stress</p> <p>Depression</p> <p>Anxiety</p> <p>Attributes</p> <p>Resilience</p> <p>Respect</p> <p>Digital Resilience</p> <p>Self-Harm</p> <p>Eating disorder</p> <p>Puberty</p> <p>Dental Health</p> <p>Personal Hygiene</p>	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	
	<p><b>Healthy Relationships with our bodies: Personal Hygiene</b></p> <ul style="list-style-type: none"> <li>• Physical changes of puberty</li> <li>• Emotional changes that come with puberty</li> <li>• Dental Health</li> <li>• Personal Hygiene</li> </ul>			<ul style="list-style-type: none"> <li>• Independence</li> <li>• Positive attitude</li> </ul>	
<p><b>HT2</b></p> <p><u>Careers:</u></p> <p><u>Planning my future</u></p>	<p><b>Setting Goals and Aspirations</b></p> <ul style="list-style-type: none"> <li>• Skills &amp; qualities</li> <li>• Strengths &amp; weaknesses</li> <li>• Short &amp; long-term goals</li> <li>• Aspirations</li> </ul>	<p>KS2: What were pupils good at? Needed to improve?</p> <p>Adjectives to describe a good &amp; a bad leader</p> <p>Skills &amp; qualities for each job sector</p> <p>Examples of leaders in each of the 5 sectors</p>	<p><b><u>Oral &amp; Writing Skills</u></b></p> <p>Adjectives (strengths /weaknesses)</p> <p>Justifying choices in a developed written sentence</p> <p><b><u>Reading</u></b></p> <p>Read job profiles to extract key information</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Organising</li> </ul>	
	<p><b>The Future, Pathways and Obstacles</b></p> <ul style="list-style-type: none"> <li>• Hopes for my future</li> <li>• How I am going to achieve my goals</li> <li>• Obstacles I may face and how to overcome these</li> </ul>	<p>Personal qualities</p> <p>Leadership qualities</p>	<p><b><u>Vocabulary</u></b></p> <p>Skills</p> <p>Qualities</p> <p>Goals</p> <p>Aspirations</p> <p>Employability</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Positive attitude</li> </ul>	
	<p><b>Leadership Qualities</b></p> <ul style="list-style-type: none"> <li>• Examples of leaders</li> <li>• Good V Bad leader</li> <li>• Personal leadership qualities &amp; areas at develop</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Research</li> </ul>			

	<p><b>What makes a successful leader?</b></p>	<ul style="list-style-type: none"> <li>• How to present a profile of a successful leader</li> <li>• What sort of leader would you be?</li> </ul>		<p>Leadership Careers Teamwork Career Profile Career Pathway Salary progression Ambitions Obstacles</p>	<ul style="list-style-type: none"> <li>• Presentation skills</li> <li>• Research</li> </ul>	
	<p><b>Career exploration and different job families</b></p>	<ul style="list-style-type: none"> <li>• 5 key sectors: Sport, leisure &amp; tourism, health, education &amp; training, Performing Arts, Manufacturing &amp; Engineering</li> <li>• Key jobs in the 5 sectors</li> <li>• A job of interest</li> </ul>			<ul style="list-style-type: none"> <li>• Research</li> </ul>	

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Spring Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Formative Assessment
	Composites	Components  [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT3</b>  <u>Rules and the Law</u>	<b>British Values</b>	<ul style="list-style-type: none"> <li>• What it means to be British</li> <li>• Democracy</li> <li>• The rule of law</li> <li>• Individual liberty</li> <li>• Mutual respect</li> <li>• Tolerance of those of different faiths and beliefs</li> </ul>	The UK Law in practice  Making the right choices (British values in practise) Individual liberty in practise	<b>Oral &amp; Writing Skills</b> Plan and write a job advert  Write an imaginative story	<ul style="list-style-type: none"> <li>• Decision Making</li> </ul>	
	<b>Young people and The Law</b>	<ul style="list-style-type: none"> <li>• How Laws are made</li> <li>• Age Requirements</li> <li>• Knife Crime</li> </ul>	Goal Setting (personal)  Responsibilities over time	Summarising text  Matching key words with definitions	<ul style="list-style-type: none"> <li>• Communication</li> </ul>	
	<b>Making the right choices</b>	<ul style="list-style-type: none"> <li>• Lying and cheating</li> <li>• Different scenarios</li> <li>• Making judgements</li> </ul>		Written definitions and sharing ideas  <b>Reading</b> Read newspaper article to inform choices	<ul style="list-style-type: none"> <li>• Influencing</li> </ul>	
	<b>Criminal Responsibility</b>	<ul style="list-style-type: none"> <li>• Criminal Justice System</li> <li>• Case Study-Murder of James Bulgar</li> <li>• Ages of criminal responsibility</li> <li>• Young people and crime</li> </ul>		Identifying key words from text	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Influencing</li> </ul>	
	<b>Criminal Justice System</b>	<ul style="list-style-type: none"> <li>• How does our criminal justice system work?</li> <li>• The different branches of the criminal justice system</li> </ul>		<b>Vocabulary</b> Tolerance Discrimination Crime Values Democracy Liberty Law Respect British Adult	<ul style="list-style-type: none"> <li>• Research</li> <li>• Teamwork</li> </ul>	
	<b>Respect and Responsibility</b>	<ul style="list-style-type: none"> <li>• What is a responsible British Citizen?</li> </ul>			<ul style="list-style-type: none"> <li>• Independence</li> </ul>	

				Child Legal Illegal Parliament MPs House of Commons House of Lords Debating Queen Act of Parliament Tax Sex Discrimination Act Criminal Responsibility Youth Offending Team Youth Court Youth Justice System Restorative Justice Rehabilitation Neighbourhood Watch Offender Sentence Legal Rights Criminal Justice System		
<b>HT4</b>  <u>Local Government</u>	<b>What is the Government?</b>	<ul style="list-style-type: none"> <li>The UK Government</li> <li>Democratic Process in the UK</li> </ul>	British Values in practice- Democracy and Rule of Law	<b><u>Vocabulary</u></b> Government National Government Local Government Parliament House of Commons House of Lords Democracy Public Services Council Tax Funding Constituency General Election Secret Ballot Polling Booth  <b><u>Oral &amp; Writing Skills</u></b> Discussion and writing a manifesto	<ul style="list-style-type: none"> <li>Communication</li> <li>Decision Making</li> </ul>	
	<b>The Local Government</b>	<ul style="list-style-type: none"> <li>How the Local Government works and how it is funded?</li> <li>What the local council can help us with</li> </ul>	Rights and Responsibilities  Making the right choices		<ul style="list-style-type: none"> <li>Numeracy</li> <li>Economic Awareness</li> </ul>	
	<b>The Local Council</b>	<ul style="list-style-type: none"> <li>Different scenarios and who could help</li> <li>Council Responsibilities</li> <li>Different departments within the local councils</li> </ul>			<ul style="list-style-type: none"> <li>Communication</li> <li>Teamwork</li> </ul>	
	<b>Elections and Manifestos</b>	<ul style="list-style-type: none"> <li>Role of an MP</li> <li>What is a Manifesto?</li> <li>The Law and Voting</li> </ul>			<ul style="list-style-type: none"> <li>Negotiating</li> <li>Decision Making</li> </ul>	

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Summer Term	Knowledge & Understanding			Literacy Skills  Opportunities for developing literacy skills	Employability Skills [if any]	Formative Assessment
	Composites	Components  [includes understanding of KEY concepts & subject specific vocab]	Formal Retrieval [if any]			
<b>HT5</b>  <u>Hazards</u>	<b>Anti-Bullying</b>	<ul style="list-style-type: none"> <li>• What is Bullying?</li> <li>• Why do people bully?</li> <li>• How to react to bullying</li> <li>• Help and support</li> </ul>	Showing respect  Benefit of having healthy relationships and friends  Making the right choices	<b>Vocabulary</b> Anti-Bullying Empathy Cyber-Bullying Sexting Emotional Abuse Criminal Offence Peer Pressure Inhibitions Tobacco Nicotine Addictive Smoke Alarm Thermometer Personal Safety First Aid  <b>Oral &amp; Writing</b> Discussion Written answers Writing down useful phone numbers and websites	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Decision Making</li> </ul>	
	<b>Cyber-Bullying &amp; Sexting</b>	<ul style="list-style-type: none"> <li>• Appropriate online behaviours</li> <li>• What is Sexting and what are the risks?</li> <li>• Real case studies</li> <li>• The Law</li> <li>• Help and support</li> </ul>	Personal qualities  Individual liberty  The UK Law in practice		<ul style="list-style-type: none"> <li>• Communication</li> <li>• Ethical Decision Making</li> </ul>	
	<b>Body Image &amp; Peer Pressure</b>	<ul style="list-style-type: none"> <li>• What is peer pressure?</li> <li>• Body Image</li> <li>• The risks that come with the media</li> <li>• Help and support</li> </ul>	Personal choices over time		<ul style="list-style-type: none"> <li>• Positive Attitude</li> <li>• Decision Making</li> </ul>	
	<b>Alcohol and Smoking</b>	<ul style="list-style-type: none"> <li>• The Law</li> <li>• Risks that come with drinking too much alcohol</li> <li>• Risks of smoking</li> </ul>			<ul style="list-style-type: none"> <li>• Decision Making</li> <li>• Communication</li> </ul>	
	<b>Fire, Road &amp; Water Safety</b>	<ul style="list-style-type: none"> <li>• Burn prevention</li> <li>• Road safety</li> <li>• Water safety</li> <li>• Fire safety</li> </ul>		<ul style="list-style-type: none"> <li>• Risk Management</li> <li>• Initiative</li> </ul>		
	<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Ways to improve our personal safety</li> <li>• What to do in different types of emergency</li> </ul>		<ul style="list-style-type: none"> <li>• Risk Management</li> <li>• Initiative</li> </ul>		

<b>HT6</b>  <u>Respect</u>	<b>What is Citizenship?</b>	<ul style="list-style-type: none"> <li>Why Citizenship matters</li> <li>Why it is important to be a good citizen</li> <li>The difference between Citizenship and PSHE</li> <li>Positive and negative impacts on the community</li> </ul>	Tolerance and Respect  Individual Liberty  Making the right moral choices	<b><u>Vocabulary</u></b> Citizenship Community Identity Diversity Discrimination Prejudice Racism Stereotyping Extremism Hostility Global Responsibilities Global/Local Community  <b><u>Reading</u></b> Article Website  <b><u>Oral &amp; Writing</u></b> Discussion Extended piece of writing Write a speech Create a newspaper advert Create a poster Create a community garden	<ul style="list-style-type: none"> <li>Literacy</li> <li>Decision Making</li> </ul>	
	<b>Diversity and Identity</b>	<ul style="list-style-type: none"> <li>How to celebrate Diversity</li> <li>Saying no to discrimination</li> <li>Celebrating our unique identities</li> <li>How to stop discrimination</li> </ul>	What is democracy?  Respect to others		<ul style="list-style-type: none"> <li>Negotiating</li> <li>Ethical Decision Making</li> </ul>	
	<b>Prejudice and Discrimination</b>	<ul style="list-style-type: none"> <li>What are stereotypes?</li> <li>What is Racism?</li> <li>Challenging stereotypes</li> <li>Why is racism ridiculous?</li> </ul>			<ul style="list-style-type: none"> <li>Ethical Decision Making</li> <li>Literacy</li> </ul>	
	<b>Hate Crime</b>	<ul style="list-style-type: none"> <li>What is hate crime?</li> <li>How to prevent hate crime?</li> <li>How to report hate crime?</li> <li>The Law</li> <li>Help and support</li> </ul>			<ul style="list-style-type: none"> <li>Ethical Decision Making</li> <li>Communication</li> </ul>	
	<b>What is Terrorism?</b>	<ul style="list-style-type: none"> <li>Key definition</li> <li>Historic examples of terrorism</li> <li>Challenging misconceptions about terrorism</li> </ul>			<ul style="list-style-type: none"> <li>Teamwork</li> <li>Communication</li> </ul>	
	<b>Global Responsibilities</b>	<ul style="list-style-type: none"> <li>What does being 'globally responsible' mean?</li> <li>Why might people still go hungry in the world?</li> <li>How can we help others?</li> </ul>			<ul style="list-style-type: none"> <li>Planning</li> <li>Decision Making</li> </ul>	
	<b>Community</b>	<ul style="list-style-type: none"> <li>What is a community?</li> <li>Being part of a local and global community</li> <li>Is the local community more important than the global community?</li> </ul>			<ul style="list-style-type: none"> <li>Creativity</li> <li>Communication</li> </ul>	