

**PSHE SCHEME OF WORK – YEAR 7**

*Please note that inclusion of topical lessons may arise throughout the year and details of these will be communicated as and when required. The inclusion of these lessons will lead to the calendared lessons being knocked back accordingly.*

Term	Topic	PSHE Association Reference(s)*1*2	Objectives
Autumn 1	<p><b>Transition, Identity and Unity:</b>                      -Self-concept                      -Learning skills                      -Mental Health                      -Goal setting                      -Self-management                      -Team building</p>	<p>H1 H2 H4 H5                      L1 L2 L3</p>	<ul style="list-style-type: none"> <li>• Understanding of self-confidence, self-esteem, (physical, mental and social) health and well-being.</li> <li>• Understanding of identifying personal strengths and area for development, including how to effectively use goal setting.</li> <li>• To understand the factors that can impact wellbeing and resilience including life changes, relationships, achievement (both positive and negative) and employment.                             <ul style="list-style-type: none"> <li>– Focus around the challenge of moving to a new school.</li> </ul> </li> <li>• To understand methods to improve resilience in the event of failure to include an understanding of patience, challenge and progress.</li> <li>• To improve knowledge of study, organisation and presentation skills.                             <ul style="list-style-type: none"> <li>– Whole school links where appropriate regarding routines, expectations and homework.</li> </ul> </li> </ul>
Autumn 2	<p><b>Inclusion, Diversity &amp; Bullying:</b>                      -Diversity                      -Inclusion                      -Bullying                      -Discrimination                      -British values                      -Accepting difference</p>	<p>R3 R4 R38                      R39 R40 R41</p>	<ul style="list-style-type: none"> <li>• Understanding of different culture, religion, race, sex, age and sexual orientation.                             <ul style="list-style-type: none"> <li>– To include the benefits of living in a diverse society with link to British values including tolerance and democracy.</li> </ul> </li> <li>• Understanding of the difference between biological sex, gender identity and sexual orientation.</li> <li>• To be able to identify bullying as a victim and as a witness.</li> <li>• To understand the terms sexism, homophobia, transphobia and racism, as well as religious discrimination. Including the need to challenge these views (including stereotypes) in a safe and responsible manner (including online).</li> <li>• To be aware of the impact of bullying, prejudice and discrimination.</li> </ul>

<p>Spring 1</p>	<p><b>Healthy Lifestyles:</b>                      -Exercise                      -Healthy eating                      -Screen time                      -Making the right choice                      -Brain health</p>	<p>H13 H14 H15                      H16 H17 H18</p>	<ul style="list-style-type: none"> <li>• To understand the importance of a school: life balance. Including reference to screen time and understanding the impact of too much.</li> <li>• To understand the physical, mental and social benefits of exercise.</li> <li>• To understand the importance of sleep and the impact of good quality sleep.</li> <li>• To be aware of what constitutes a balanced diet and the health implications of an unhealthy diet.</li> <li>• To understand external factors that can impact dietary habits and activity levels; including family, peers and social media.</li> </ul>
<p>Spring 2</p>	<p><b>Relationships:</b>                      -Relationship types                      -Personal values                      -Family roles                      -Recognising abuse                      -Values</p>	<p>R1 R2 R9 R13                      R14 R35 R36</p>	<ul style="list-style-type: none"> <li>• To understand different relationships including family relationships, friendships, romantic relationships and student-teacher relationships.                             <ul style="list-style-type: none"> <li>– Including an awareness of key factors that can impact relationships and an understanding of how to form and maintain positive relationships (including online).</li> </ul> </li> <li>• To be aware of indicators of positive relationships and indicators of an unhealthy relationship (including online).</li> <li>• To understand the role of values and expectations within a relationship. To include personal expectations as well as societal norms – link to school code of conduct.</li> <li>• To understand the responsibilities of parents/carers within a family.</li> <li>• To be aware of the positive impact of long-term relationships to the upbringing of children.                             <ul style="list-style-type: none"> <li>– Including reference to non-married, married and divorced parents/carers maintaining positive relationships to benefit children.</li> </ul> </li> </ul>
<p>Summer 1</p>	<p><b>Personal Safety &amp; Hygiene:</b>                      -Personal hygiene                      -FGM                      -Managing risk                      -First Aid                      -Peer pressure                      -Crime</p>	<p>H20 H22 H30                      H31 H33</p>	<ul style="list-style-type: none"> <li>• The importance of good hygiene; including oral health, as well as an understanding of the risk to health of bad hygiene.                             <ul style="list-style-type: none"> <li>– To include reference to regular body, hair and teeth cleaning.</li> </ul> </li> <li>• To understand what FGM is and its classification as a criminal act, as well as how/where to access support both in school and externally.</li> <li>• To understand the importance of identifying and managing risks both online and offline, to include on social media and in independent situations (eg. Travelling around town). Including methods to reduce risk to personal safety.</li> <li>• To understand how to access help in an emergency (including 999/111).</li> </ul>

			<ul style="list-style-type: none"> <li>To be aware of basic First Aid skills including CPR (and recovery position), allergic reactions and choking.</li> </ul>
Summer 2	<b>Skills &amp; Careers:</b> -Teamwork & communication -Opportunities -Different careers/pathways -Personal skills -Hobbies -Overcoming prejudice	R15 R16 L9 L10 L12	<ul style="list-style-type: none"> <li>To understand the terms teamwork, communication, negotiation and compromise as well as their importance towards work (and school).</li> <li>To understand the importance of setting, reviewing and resetting ambitious goals with relation to work (and school). To include the use of SMART targets.</li> <li>To be aware of possible stereotypes towards work and employment including gender and cultural challenges.</li> <li>To understand different career pathways and explore a range of possible employment industries.</li> </ul>

\*1 [PSHE Association: Programme of Study](#) or available on the W Drive.

\*2 H refers to Health & Well-being, R refers to Relationships and L refers to Living in the Wider World.