

Year 7 PSHE Curriculum

| | AUT1 | AUT2 | SPR1 | SPR2 | SUM1 | SUM2 |
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| Topic: | Relationships and Sex Education, Health Education | Careers | Living in the wider world | Health Education | Relationships and Sex Education | Living in the Wider World |
| Knowledge covered: | H6. how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary H21. how to access health services when appropriate H30. how to identify risk and manage personal safety in increasingly independent situations, including online H31. ways of assessing and reducing risk in relation to health, wellbeing and personal safety H33. how to get help in an emergency and perform basic first | R15. to further develop and rehearse the skills of team working R16. to further develop the skills of active listening, clear communication, negotiation and compromise L1. study, organisational, research and presentation skills L5. the skills and qualities required to engage in enterprise L6. the importance and benefits of being a lifelong learner L12. about different work roles and career pathways, including clarifying | R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice L23. to recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence | H10. a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences their choices about physical activity H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection H22. the risks and myths associated with female genital mutilation (FGM), its status as a | H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) R5. to recognise that sexual attraction and sexuality are diverse R7. how the media portrays relationships and the potential impact of this on people's expectations of relationships R9. to clarify and develop personal values in friendships, love and sexual relationships R10. the importance of trust in relationships | L15. to assess and manage risk in relation to financial decisions that young people might make L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions L19. to recognise financial exploitation in different contexts e.g. drug and |

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| | <p>aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators H14. about the health services available to people; strategies to become a confident user of the NHS and other health services; to overcome potential concerns or barriers to seeking help</p> | <p>their own early aspirations</p> | <p>which supports those views L26. that on any issue there will be a range of viewpoints; to recognise the potential influence of extreme views on people's attitudes and behaviours</p> | <p>criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances R25. about the law relating to sexual consent R26. how to seek, give, not give and withdraw consent (in all contexts, including online) R27. that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected</p> | <p>and the behaviours that can undermine or build trust R12. that everyone has the choice to delay sex, or to enjoy intimacy without sex R14. the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online) R18. to manage the strong feelings that relationships can cause (including sexual attraction) R28. to gauge readiness for sexual intimacy R29. the impact of sharing sexual images of others without consent</p> | <p>money mules, online scams</p> |
| <p>Online Resources:</p> | <p>Zumos parentzone</p> | <p>https://nationalcareers.service.gov.uk/ https://www.prospect.ac.uk/ www.icould.com</p> | | <p>https://youngminds.org.uk https://www.mind.org.uk/</p> | | |