

Year 7				
Begins	PSHE lessons	Students learn:	KS3 Tutor Time sessions could include:	Cross Curricular:
Autumn 1	L1. Introduction to PSHE and Managing change and transition.	- Identify school rules and people who can help with transition - Describe ways to demonstrate respect in the school community - Explain how to create a respectful environment in our PSHE classroom	Giraffe Resilience: - Growing your thinking – the power of yet - Developing positive thinking habits / managing emotions and reactions - Investing in positive relationships - Managing conflict - Constructive communication - Helpful strategies to manage difficult feelings including anger, sadness, rumination and worry - Managing tension and stress - Resilience - Mindfulness and being present in the moment - Managing distractions - Practicing gratitude - Fostering self-compassion - The importance of a healthy balanced diet for our mental wellbeing - Changing critical self-talk - The power of visualisation	
	L2. Goal-setting and learning habits <i>Careers education: aspirations, learning and work</i>	- Identify personal values and consider how these can help to set goals for secondary school - Explain key study skills and strategies needed to support learning at secondary school - Evaluate personal strengths and areas of development - Create realistic yet ambitious targets and goals		
	L3. Friendship <i>Respectful relationships</i> <i>Being safe</i>	- To recognise bullying, and its impact, in all its forms; the skills and strategies to respond to experiencing, or witnessing others being bullied. - identify how to distinguish between healthy and unhealthy communication within friendships, including online - explain possible forms of communication used during friendship challenges or conflict, and their potential impact - demonstrate conflict management skills and strategies to reconcile after disagreements - evaluate exit strategies in risky situation and how to access support - explain how a culture of equality and inclusion can reduce bullying - describe strategies for managing peer influence, including online - analyse the roles peers can play in supporting one another to resist pressure and influence, in relation to bullying		
	L4. Coercive friendships <i>Respectful relationships</i> <i>Being safe</i>	- describe what makes a healthy, positive friendship and identify traits that would indicate that a friendship is unsafe or coercive - explain how the need to belong can influence young people's choices and behaviours - identify warning signs that might mean someone is being coerced into unsafe behaviour - describe or demonstrate strategies to manage coercive friendships or social groups		
	L5. Navigating change, loss and grief	describe how change, including loss and bereavement, can affect people in different ways		

		• explain what grief is and how different people might grieve • identify strategies to help manage change, loss or bereavement and support others who are grieving • explain why, when and how to get help and support for ourselves or others	- Cultivating hope - Spheres of control - Goal setting and overcoming barriers	
	L6. Staying safe on the roads and around inland bodies of water.	• describe the responsibilities of being a pedestrian, passenger or driver • identify different types of behaviour that could increase the chances of having an accident on the road • assess the impact of taking risks and explain the different strategies that can be used to manage risks • assess risk in situations involving inland bodies of water • explain how to keep safe or • reduce risks around waterways • describe or demonstrate how to manage peer influence and exit risky situations safely		
	L7. Railway safety Switched On Rail Safety Level Crossings v4 Stay off the tracks - KS3 films - Switched On! (films contain simulated injuries)	• Describe the dangers associated with level crossings and railway tracks and understand the importance of following warning signs, signals, and barriers. • Assess potential risks at a level crossing and suggest safe actions to reduce them. • Understand the consequences of unsafe behaviour near railways and level crossings. • Apply railway safety knowledge to real-life scenarios and make safe decisions. • identify dangers of trespassing on the railway, and specifically what causes these • identify possible physical impacts on people's lives and bodies from interactions with the electric (third) rail or overhead live wires		
	L8. Classroom RevivR (30 minute session) add first aid? Classroom RevivR Teacher Portal St John's ambulance lesson second half if needed.	• Recognise a cardiac arrest • Make an emergency call and get help • Perform CPR • Use a defibrillator • Basic first aid		
Autumn 2	L1. Firework safety	• Explain the law regarding firework use • Assess risks related to fireworks and bonfires		

		Evaluate strategies for managing personal safety in relation to fireworks and bonfires		
	L2. Making healthier choices – food	- identify the benefits of, and barriers to, making healthier food choices - analyse different influences on someone's food choices - analyse strategies for making independent, healthier choices about food		
	L3. Dental Health	- describe oral hygiene practices to maintain dental health - explain the impact of diet and substance use on dental health - compare dentistry for health and cosmetic purposes - explain how to access NHS dental services and the importance of having regular check-ups		
	L4. Being active	- explain the benefits of an active lifestyle for physical and mental health - analyse influences on, and potential barriers to, physical activity - devise strategies to maintain an active lifestyle, including overcoming barriers and managing influences		
	L5. Healthier sleep habits	- explain the impact of sleep on health and wellbeing - identify factors that can reduce sleep quality - describe a range of strategies for ensuring healthier sleep patterns		
	L6. Understanding drugs – caffeine and alcohol	- assess and evaluate prior knowledge, beliefs and attitudes regarding substance use - describe the effects of caffeine consumption - explain the risks associated with caffeine consumption - evaluate strategies to reduce caffeine consumption - explain that most young people their age do not use alcohol and analyse the reasons why young people's alcohol use is declining - describe the risks of alcohol use - describe strategies to manage influences on alcohol use - identify sources of support for alcohol misuse		
	L7. Tobacco and nicotine	- identify a range of risks related to tobacco use and vaping (e-cigarette use) - analyse a range of potential influences on young people to smoke or vape - demonstrate strategies for managing peer influence in situations involving tobacco and vapes (e-cigarettes)		
Spring 1	L1. Puberty	- describe and evaluate a range of menstrual products - explain how to manage menstrual wellbeing		

		challenge assumptions and stereotypes about menstruation		
	L2. Testicular Torsion	- recall basic testicular structure and location - identify the sort of testicular/lower abdominal pain that could be testicular torsion and describe this to a trusted adult - explain why testicular torsion is a medical emergency and what to do if they suspect torsion - explain why it is important to check testes regularly for any new lumps - recall where they can find more information about, and help with, any testicular health concerns		
	L3. Healthy relationships and managing conflict	- describe healthy and unhealthy relationship behaviours - assess factors that can influence someone's attitudes, expectations or behaviours in relationships - identify the features of healthy, positive relationships - explain how to respond to unhealthy behaviours in relationships - explain how effective communication can improve relationships in families - explain different communication styles and their likely impacts - assess examples of effective communication		
	L4. Misogyny – exploring harms and misconceptions			
	L5. Introduction to consent	To be confirmed		
	L6. Roles in the family	- describe how changes to family situations can impact a young person - identify the rights young people have when family situations change - explain the role of the family courts, and why and when other professionals might become involved in family life - explain how to support someone whose family situation is changing		
Spring 2	L1. Somethings not right	- Identify the features of positive relationships in the home - Recognise inappropriate, non-consensual, or unwanted behaviour, including online - Explain why, when and how someone might report inappropriate behaviour - Demonstrate self-efficacy (a belief in your own abilities) and confidence in how to identify trusted adults and access support services		

	L2. Family courts	- describe how changes to family situations can impact a young person - identify the rights young people have when family situations change - explain the role of the family courts, and why and when other professionals might become involved in family life - explain how to support someone whose family situation is changing		
	L3. Careers and my future <i>Careers Education: aspirations, learning and work</i>	- To understand the meaning of the word career. - To be aware of how careers education can help you plan for the future - To be aware of what considerations are involved in making realistic choices		
	L4. Getting a job <i>Careers Education: aspirations, learning and work</i>	- Recognise and define important words related to the job market - Assess different ways of making money - Evaluate what kind of work would be best for them in the future.		
	L5. Personal qualities and skills <i>Careers Education: aspirations, learning and work</i>	- To identify their personal and social skills. - To understand how these link to career dreams and aspirations. - To understand the employability skills employers are looking for		
Summer 1	L1. Identity, community and belonging	- describe some of the ways that people can be similar and different to one another - explain what may affect whether someone feels they belong in a community - suggest or identify strategies to help people to feel they belong in a community - describe a range of cognitive biases (including implicit bias) and how these can affect decisions and behaviours - evaluate strategies to help people address biases and make fairer decisions - describe what a stereotype is and how beliefs might affect someone's wellbeing or sense of belonging - recognise, and suggest ways to safely challenge, stereotypes across a range of contexts		
	L2. Discrimination and the protected characteristics	- identify special things about us that make us who we are - describe similarities and differences between ourselves and others		

		• recognise that everyone is equal		
	L3. Constructive disagreement and inclusive communities	• identify a range of values that people might hold • describe different ways that people may view and act upon the same values • describe the feelings that may arise during disagreements and a range of strategies to manage conflict • explain how constructively discussing differences in viewpoints can be beneficial • explain how a range of viewpoints, backgrounds and experiences can benefit a community • analyse the role of a community in supporting the wellbeing of people within it • describe ways that everyone can play a role or make different contributions to the communities they are part of		
	L4. Climate change and wellbeing	• describe the benefits of connecting with nature and how this can positively affect wellbeing • explain how climate change might affect someone's emotions and wellbeing • evaluate strategies that can help someone to manage challenging feelings about climate change		
	L5. Navigating different views	• To identify my personal and social skills. • To understand how these link to my career dreams and aspirations. • To understand the employability skills employers are looking for		
	L6. Phones and financial harm	• identify, assess and minimise different financial harms posed by phone use • recognise financial harms in different online contexts • assess how the internet can amplify risks relating to money, data and privacy		
	L7. Gaming, social media and algorithms	• identify the risks associated with online spending, including in games • assess the influence of peers when making financial decisions online • evaluate the impact of algorithms, data and advertising on financial decisions online • create strategies to manage a range of influences in relation to online spending • assess how to manage emotions in relation to online purchases • explain when and how to respond if concerned about online spending		

Summer 2	L1. Spending decisions and budgeting <i>Economic wellbeing</i>	• explain how to overcome barriers to seeking support • Distinguish the difference between financial needs and wants • Assess personal and external influences affecting spending decisions • Evaluate how spending decisions may impact the environment and other people • Describe what a budget is and why it's important • Understand what income and expenses mean • Set budgeting goals and plan for the future		
	L2. The impact of inflation <i>Economic wellbeing</i>	• Describe what inflation is and how it is measured • Calculate how budgets are affected by inflation • Explain how inflation can impact people's cost of living		
	L4. The critical consumer <i>Economic wellbeing</i>	• Describe the pressures that influence spending choices • Analyse what makes an advert persuasive.		
	L5. Choosing what we watch	• to make decisions and manage peer pressure about films and online viewing • relationships are portrayed in television, film and online and how this can affect relationship expectations, behaviours and values		
	L6. Government, Parliament and Elections	• To understand three main types of Government. • To understand the history of Parliament and how it works today. • To know the different ways people can vote in an election • To understand where you can get information to help you choose who to vote for in an election • To understand the process of voting at a polling station		
	L7. The Criminal Justice system	• Define the Criminal Justice System (CJS) and explain its purpose in maintaining law and order. • Describe the roles and responsibilities of different agencies and professionals involved in the criminal justice process. • Distinguish between Magistrates' Courts and Crown Courts and the types of cases they hear. • Explain the importance of the judiciary and the rule of law in ensuring justice and fairness within society. • Reflect on the importance of diversity within the justice system and how it can contribute to fair decision-making. • Evaluate the qualities and responsibilities of a good citizen and our role in supporting a safe and just society		

The curriculum is carefully planned and sequenced however it is also responsive to the changing needs of our pupils. Speakers, content and order of delivery may vary.

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