

Curriculum Map Year 7

PSHE

Curriculum Intent: To inspire every student to engage in lessons and want to explore the curriculum beyond the classroom

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Managing Change	• <u>Developing skills and aspirations.</u>	• <u>Staying Safe On and Offline.</u>	• Celebrating Differences	• Health & Puberty	• <u>Building Relationships.</u>
Core Skills	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified conclusion • Numeracy Skills 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified conclusion 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified conclusion 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified conclusion 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified conclusion 	<ul style="list-style-type: none"> • Reasons for and against • Using subject keywords • Coming to a justified conclusion
Core Knowledge	<ul style="list-style-type: none"> • how to manage the challenges of moving to a new school • how to establish and manage friendships • how to identify, express and manage emotions in a constructive way • how to develop metacognition skills 	<ul style="list-style-type: none"> • how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity • about a broad range of careers and the abilities and qualities required for different careers • about equality of opportunity • how to challenge stereotypes, broaden their horizons and how to identify future career aspirations • about the link between values and career choice 	<ul style="list-style-type: none"> • how to avoid Gangs & Criminal Behaviour • why it is important to Stay Safe Online and the dangers of Online Gaming, Grooming & Addiction • how to deal with the dangers of Alcohol and Risk • Nicotine and Smoking • E-Cigs, Vaping and Shisha • Energy Drinks and Caffeine • Knife Crime and Safety 	<ul style="list-style-type: none"> • About identity, rights and responsibilities • about living in a diverse society • how to challenge prejudice, stereotypes and discrimination • the signs and effects of all types of bullying, including online • how to respond to bullying of any kind, including online • how to support other 	<ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage influences relating to caffeine, smoking and alcohol • how to manage physical and emotional changes during puberty • about personal hygiene • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support 	<ul style="list-style-type: none"> • How to develop self-worth and self-efficacy • about qualities and behaviours relating to different types of positive relationships • how to recognise unhealthy relationships • how to recognise and challenge media stereotypes • how to evaluate expectations for romantic relationships • about consent, and how to seek and assertively communicate consent
Assessment & Feedback	Assessment of current c/w. Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future learning. Feedback form to indicate M/S/D based on outcomes rather than specific score only	Assessment of current c/w. Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future learning. Feedback form to indicate M/S/D based on outcomes rather than specific score only	Assessment of current c/w. Next steps to be acted upon and monitored using <u>Dedicated Improvement Reflection Time (DIRT)</u> every second week	T3.2 Assessment format: Range of skills to suit the needs of the students and prepare them for the skill requirements in future learning. Feedback form to indicate M/S/D based on outcomes rather than specific score only
Link to prior learning	Developing on from Primary work around transition.	Developing learning opportunities from KS2.	Developing learning opportunities from KS2.	Developing learning opportunities from KS2.	Developing learning opportunities from KS2.	Developing learning opportunities from KS2.
Outside learning/trips						