

<b>Subject:</b>	<b>PSHCE (Core)</b>	<b>Year</b>	<b>7</b>	<b>Ability</b>	<b>All</b>
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Term / Date(s)	Unit 1	Unit 2	Unit 3
<b>Topic</b>	<b>Building Relationships / Identity and Relationships</b>	<b>Health and Puberty / Healthy Lifestyle</b>	<b>Diversity / Discrimination</b>
<b>Students will learn...</b>	Students will learn about self-worth and self-esteem. Building friendships and boundaries both in person and online. They will understand about the difference between a healthy and unhealthy relationship and how to evaluate expectations. They will learn about new relationships and how to develop them, understanding social boundaries. They will learn the laws surrounding consent and how this affects relationships and other aspects of life. They will learn about appropriate language, including aggressive and passive language and how this can affect relationships.	Students will learn about Healthy routines, influences on health and lifestyle, puberty, unwanted and unsolicited contact and FGM. They will learn about Diet, Exercise, Lifestyle balance and making healthy choices.	Students will learn about Diversity, Prejudice and Bullying and how this can affect their daily life. Students will understand different forms of Discrimination, including racism, religious, disability, sexism, homophobia, biphobia and transphobia.
<b>Components</b>	<p>Students will learn about different types of relationship, including online and offline, friendship and romantic relationships. In order to understand the practical steps they can take to develop supportive, respectful and kind relationships.</p> <ul style="list-style-type: none"> <li>•Students will learn how to develop self-worth and self-efficacy in order to recognise and inform qualities and behaviours found in positive relationships.</li> <li>•Students will learn how to recognise both positive and negative qualities in relationships in order to evaluate expectations within friendships, family relationships and romantic relationships.</li> <li>•Students will learn about consent, the law and moral duty relating to consent, including how to seek and assertively communicate the needs for consent in order to demonstrate both positive and negative behaviours in relationships and access help and support where required.</li> <li>•Students will understand the risks and laws associated with sexting to understand that consent cannot be given by those under the age of 16 and sending/receiving nude images can lead to prosecution for child pornography.</li> </ul>	<ul style="list-style-type: none"> <li>•Students will learn how to make healthy lifestyle choices with regards to diet, dental health, physical activity and sleep in order to make informed and independent health choices surrounding physical health and balanced choices.</li> <li>•Students will understand how to manage physical and emotional changes during puberty including the importance of personal hygiene in order to take increased responsibility for their own personal health.</li> <li>•Students will learn how to recognise and respond to unwanted contact including FGM in order to access help and support for themselves or others where required.</li> <li>•Students will understand the importance of managing influences on body image, including body shaming and body positivity in order to make independent healthy choices and seek support where required.</li> </ul>	<ul style="list-style-type: none"> <li>•Students will learn about identity, rights and responsibilities when living in a diverse society in order to teach about and avoid stereotypical views and discrimination.</li> <li>•Students will learn how to challenge prejudice, stereotypes and discrimination in order to support themselves and others when facing challenging situations.</li> </ul> <p>Students will know the following protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation. in order to recognise and challenge discriminatory views and support people at risk of discrimination.</p> <ul style="list-style-type: none"> <li>•Students will identify the signs and effects of bullying, both in person and online and learn how to respond in a positive manner in order to support themselves and others and understand where to find specialised and targeted support.</li> <li>•Students will learn how to manage influences on beliefs and decisions, focusing on religious tolerance in order to challenge negative perceptions and stereotypical views that also challenge British Values.</li> <li>•Students will learn how to recognise and challenge racist and religious discrimination by challenging hate in order to seek and direct others to supportive services available.</li> <li>•Students will learn how to recognise and challenge homophobia in order to seek and direct others to supportive services available.</li> </ul>
<b>What Students should already know (prior learning components)</b>	In KS2, students should have covered the following components to support the current topics.	In KS2, students should have covered the following components to support the current topics:	Year 7 PSHCE Unit 1 •Self Worth & Qualities of a Healthy Relationship

	<p>Friendships Families Online Safety Consent</p>	<p>Y7 Learning for Life Unit I •Transition and Emotions •Self Esteem Year 7 PSHCE Unit I •Self-Worth &amp; Qualities of a Healthy Relationship</p>	
<b>Golden Knowledge</b>	<ul style="list-style-type: none"> <li>• Understand self-worth within relationships</li> <li>• Understand positive and negative traits in a relationship</li> <li>• Understand consent and the law surrounding consent</li> <li>• Understand sexual orientation</li> <li>• Understand risk taking behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand healthy lifestyle choices</li> <li>•Understand how to manage ones own physical health and where to find support.</li> <li>•How to recognise FGM and access support.</li> <li>•Understand body image and body shaming.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand human rights.</li> <li>•Understand different forms of discrimination.</li> <li>•Understand how to challenge prejudice and discrimination.</li> <li>•Identify and challenge bullying / peer on peer abuse</li> <li>•Understand British Values</li> </ul>
<b>Transferrable knowledge (skills)</b>	<ul style="list-style-type: none"> <li>• An ability to apply an understanding of fundamental British values to daily issues (Tolerance, Mutual Respect and Tolerance of different faiths and beliefs, Individual Liberty and Rule of Law)</li> <li>• How to consider a wide range of views and be respectful of those with differing opinions to their own.</li> <li>• The ability to consider one’s own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.</li> <li>• How to challenge sexist, homophobic, racist and religious stereotypes and discrimination and signpost to services available both inside and outside of school.</li> <li>• How to challenge negative attitudes within relationships and seek support where required both inside and outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>•Tolerance and understanding of others emotions and mental health.</li> <li>•How to consider a wide range of views and be respectful of those with differing opinions to their own.</li> <li>•How different lifestyle choices can impact your wellbeing both physically and mentally.</li> <li>•How to manage influences on body image / body shaming and body positivity.</li> <li>•How to make informed and independent lifestyle choices surrounding diet and exercise.</li> <li>•How to have a healthy work, life, exercise and leisure balance.</li> </ul>	<ul style="list-style-type: none"> <li>•British Values including: Rule of Law, Tolerance, Mutual Respect for those with differing beliefs and Individual Liberty.</li> <li>•How to consider a wide range of views and be respectful of those with differing opinions to their own.</li> <li>•The ability to consider one’s own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others.</li> <li>•How to challenge hate and offer support and signpost to services available both inside and outside of school.</li> <li>•How to support victims of bullying (including online) and signpost to services available both inside and outside of school.</li> <li>•How to challenge sexist, homophobic, racist and religious stereotypes and discrimination and signpost to services available both inside and outside of school.</li> </ul>
<b>Key vocabulary pupil will know and learn</b>	<p>Self-worth Self-Efficacy Romance Friendships Intimate Sexual Orientation Consent ‘Sexting’ Moral Assertively Consent Pornography</p>	<p>Healthy Lifestyle Female Genital Mutilation Puberty Diet Exercise Lifestyle Balanced Puberty Responsibility Independence Body Shaming Body Positivity Emotions</p>	<p>Tolerance Mutual Respect Individual Liberty Racism Homophobia Racism Bullying Cyberbullying Stereotype / Stereotypical Discrimination / Discriminatory Prejudice Self-worth Religion</p>
<b>Assessment activities</b>	<p>Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. End of unit assessment activity to access learning over time and address misconceptions. Misconceptions re-taught to close learning loop ahead of next topic. Student Voice / Work Scrutiny</p>	<p>Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. End of unit assessment activity to access learning over time and address misconceptions. Misconceptions re-taught to close learning loop ahead of next topic. Student Voice / Work Scrutiny</p>	<p>Recall and retention activities at the start of each lesson to deepen knowledge and understanding overtime and to address misconceptions. End of unit assessment activity to access learning over time and address misconceptions. Misconceptions re-taught to close learning loop ahead of next topic. Student Voice / Work Scrutiny</p>
<b>Notes</b> Why this topic is important <b>Why this topic is important...</b>	<p>This topic is important because it teaches students about consent and the law and how this is linked to both positive and negative relationships. It teaches students how to seek and revoke consent to support them within potential challenging situations. Students will learn about forming new relationships of all kinds including those linked with sexual orientation. Students will learn the dangers surrounding ‘Sexting’ and the law and the importance of consent within relationships.</p>	<p>This topic is important because it teaches students how to make independent and healthy choices which can impact their physical and mental wellbeing. It teaches them about the importance of diet, exercise and physical examination such as dental hygiene and the importance of sleep. Students will learn about puberty, building upon their knowledge gained in KS2, this will help them understand the changes that are happening within their body and how to regulate their emotions associated with these changes.</p>	<p>This topic is important because it links directly to British Values. Students will understand how to identify and challenge different types of discrimination including gender-based stereotyping, racism, sexism and religious discrimination. Students will understand the importance of challenging hate and how hate impacts different people and the consequences it can cause.</p>

		Students will learn about FGM, including how they can seek support if required.	
Safeguarding signposts	Consent Abuse CSE LGBTQ+	FGM Body Image Puberty / Personal Hygiene	Protected Characteristics - Gender / Sexuality / Race / Religious Attitudes. Stereotypes Homophobia
Links to Statutory Guidance	DFE Guidance PSHE Association OFSTED Guidance	DFE Guidance PSHE Association OFSTED Guidance	DFE Guidance PSHE Association OFSTED Guidance
Links to Faith and Cultures	Religious attitudes to Sexual Orientation	FGM is not a religious practice.	Religious Discrimination