

PSHE curriculum map: Year 7

	Term 1	Term 2	Term 3			
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p>	<p>1. Adjusting to high school – pupils get a brief introduction to PSHE, and the skills and mindset needed to navigate high school, such as organisation, being resourceful and proactive at asking for help, and signposting relevant places that pupils can get help in school. Pupils will be introduced to the Copleston Character values to highlight what we expect of pupils around school.</p> <p>2. What does a healthy lifestyle look like? Focus on diet and exercise – Pupils will have explored the importance of a balanced diet, and the impacts of some of the foods we eat on our mental as well as physical health. Will also explore the link between exercise and mental health</p> <p>3. How can we look after our mental wellbeing? Understanding emotions and what factors influence our mental health – starts to explore what mental health is, and what factors affect our mental health. Students start to look at what factors we can control.</p>	<p>4. What is body image? Why is a healthy body image important? Begin exploring some of the stereotypes or expectations placed on men and women around their bodies. Start to look on some of the factors which influence the way we see ourselves.</p> <p>5. How can we build healthy relationships? Identifying traits that we might find in healthy and unhealthy relationships, whether they be familial or friendships. To get pupils to consider the qualities that they prioritise most in strong relationships with others i.e. trust, honesty, communication.</p> <p>6. What does respect look like? Students discuss what respect looks like, sounds like and feels like to gain a deeper insight into what respect means to them. Pupils will explore the issue of respect in relation to social relationships and interactions, as well as their treatment of the environment and other people's property. This lesson explores what appropriate boundaries are, which will be built on in later consent lessons.</p> <p>7. How can we stand up to bullying? Defines what bullying is, and ties in with their previous lesson on respect. Pupils particularly address the impacts of bullying on victims through a BBC teach clip, and discuss how they can recognise someone that may be a victim but may not want to speak out. Pupils are encouraged to take a proactive approach at standing up to bullying and signposting where they can report it.</p>	<p>1. Prejudice and discrimination – Clarifies the difference between these two words. Explores different ways that someone may be discriminated against and uses scenario based activities where students identify examples of discriminatory behaviour. Makes reference to the equality act and what this means in the eyes of the law. Is later built on in y8 and 9 with specific types of discrimination like gender, racism and disability.</p> <p>2. Online safety: how can we avoid scams? Students are taught how to identify common indicators of fraud or scams and different ways that scammers can get hold of your information.</p> <p>3. Online safety: Grooming Understand what grooming is, and some of the methods that groomers use to build relationships with people online. Pupils are able to identify warning signs, and things to do and not do to keep themselves safe.</p> <p>4. Online safety: Misinformation and fake news Pupils look at how to identify fake news and the different ways that fake news can circulate. It looks at some of the more subtle ways that media can be presented in such a way as to skew our opinion of events significantly and shape our opinions. Encourages pupils to consult a range of sources of information.</p>	<p>5. Online safety: digital literacy and consent online – builds on some knowledge from scams lesson and respect. Focusses on having respect for people online. Refers to the boundaries and school rules around non-explicit image sharing of other people and how it might make others feel.</p> <p>6. What is basic first aid: part 1- How to deal with choking, asthma attacks, and allergic reactions in an</p> <p>7. What is basic first aid: part 2 – How to do a primary survey to assess if a person requires emergency help, the recovery position and CPR.</p>	<p>1. Managing my emotions - Focuses on the emotional and hormonal changes that occur in puberty and how this can affect us. Gives pupils strategies to deal with these.</p> <p>2. What are different types of families? Pupils explore different types of family setups including single parents, same-sex parents, adoptive families etc. Students address what are some of the unique challenges faced by different types of family, but also the commonalities between different family setups. It</p> <p>3. Why is equality and diversity important? – Pupils gain an understanding of what is meant by 'equal opportunities'. Links to lesson on discrimination – refers back to the equality act. Addresses real-life examples both in UK and globally of where equal opportunity is still not provided based on things like gender, disability, race etc. Gets pupils to discuss solutions to provide better opportunities.</p>	<p>4. What are people's choices and values around marriages and relationships: a focus on different types of partnership and arranged marriages Looks at some of the different choices people have for long-term commitment. Pupils look at why partners may choose to or choose not to marry, as well as explore the traditions around arranged marriages, and the law around forced marriages.</p> <p>5. Living with a disability. Exploring disability discrimination, stigma against hidden illnesses, and how we can provide equal opportunity for people with disabilities. Looks at how far there is equal opportunity for people with disabilities in social and employment settings.</p> <p>6. Study skills (2 lessons) – pupils are taught and get to practise a range of revision techniques and are talked through how and why they work.</p>
<p>Skills-what will be developed?</p>	<ul style="list-style-type: none"> • Social and communication: students are regularly expected to discuss their ideas with partners and, if they wish to, with the class. Pupils have lots of opportunity to verbalise their views on important topics which also requires them to be active listeners. • Independent thinking and reaching judgments: Students must formulate their own opinions, and reflect on their own values when dealing with these topics. Through the sharing ideas with others, we imagine that many pupils may have their existing opinions challenged or broadened. • Social action: students in some lessons are encouraged not just to share their opinions, but offer solutions to issues that still exist in our society. For example, in the equality and diversity lesson, how we can make social settings and workspaces more diverse and more fair? How can we cater more to people with disabilities in society and give them equal access to physical spaces as well as job opportunities? These discussions are to set pupils up to be proactive members of society who want to affect change, rather than just passively offering a critique of things that we may still find problematic. 					

Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Pupils gain an understanding of: <ul style="list-style-type: none"> • How can our opinions be shaped by our background and experiences? • How <i>might</i> people's life experiences in school, the workplace, and wider society differ depending on their background; be it faith, ethnicity, gender, disability, family upbringing etc. • Why it is important to be an upstander rather than a bystander in all situations where someone is a victim of hate, and what are the consequences if we do not stand up for others? • How can we keep our minds and bodies healthy; what are the physical, mental, and environmental factors that contribute to our overall health? • How can we develop healthy relationships and how can we recognise unhealthy relationships? 					
SEND- how will support be seen? Seating plans? Simplified questions?	<ul style="list-style-type: none"> • We recognise that <i>some</i> children and young people with SEND can be particularly at increased risk regarding aspects of their health, wellbeing, safety and relationships, including heightened vulnerability to abuse and exploitation – sexual or otherwise, online or offline. They may also face barriers in maintaining their own personal and sexual relationships, meeting new people and avoiding social isolation. Our PSHE lessons help to develop the communication skills, vocabulary, strategies and confidence to help identify and try to manage such challenges. • Scenario based activities are used regularly to allow pupils to explore and discuss people's experiences and feelings in a more concrete way. This is helpful when dealing with the many the topics we teach that have more nuance. It allows pupils to analyse social situations that are relevant to their age range and make judgments for themselves, but also to discuss these with others. This is useful in topics like recognising signs of healthy and unhealthy/abusive relationships, where there may be more nuance in what constitutes manipulative or controlling behaviours. • Glossaries of key words are included in the PowerPoints so that pupils can access the lesson and to develop their vocabulary around these key issues – pupils are expected to add one or two of these to their books where they are introduced to new key terms. • Students are given space to discuss ideas in pairs first before discussing as a class. As staff get to know their classes, seating plans are used to place pupils in a way to not just manage behaviour, but foster relationships and discussion between different students. Seating plans can also be used so that SEND pupils, or those who may not be SEND but may for other reasons struggle in social situations, can have the confidence to express their ideas. This could include placing them next to one person that they are familiar with to encourage them to participate. 					
Assessment- What? Why?	<ul style="list-style-type: none"> • No formal assessment is used • Lesson objectives are set out clearly in every lesson. Pupils' progress or understanding of the topic are measured against these learning objectives. • Teachers use cold-calling to check the understanding of a variety of pupils throughout the lesson. Lessons are planned with a variety of questions which link back to the objectives, or tasks which pupils must be ready to discuss their ideas with the class. • Retrieval questions or tasks are used at the start of each lesson. • Exit tickets or questions are used at the end of lessons for pupils to evaluate their own learning. 					
What memory for learning skills will be required- modelling? Concrete answers? Retrieval?	<ul style="list-style-type: none"> • Retrieval tasks or quizzes used at the start of lessons • Exit tickets or tasks to summarise learning at the end of lessons • Themes are built on year on year, and across different lessons. Pupils are therefore required to recall knowledge from previous lessons in order to develop their understanding. For example, in the equality and diversity lesson, pupils will begin the lesson by drawing on their previous understanding of what discrimination and prejudice means, and the Equality Act and protected characteristics which they will have already covered in the prejudice lesson. 					
Literacy- reading, extended accurate writing and oracy opportunities	<ul style="list-style-type: none"> • Oracy: Much of PSHE is about pupils being able to articulate their ideas out loud rather than long pieces of extended writing. • Students have regular opportunities to discuss key questions which are usually done in pairs and then to the whole class to give pupils the chance to gather their ideas first, and give them greater confidence to share with the group. • Key questions are used throughout the lessons which link back to the lesson objectives. Many of these key questions are open-ended to elicit ideas and opinions from pupils, rather than questions which expect declarative, factual knowledge. 					
Numeracy/computing skills	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
Character development	<ul style="list-style-type: none"> • PSHE lessons equip pupils with the knowledge that will allow them to be a respectful, tolerant, and active citizens who can form and evaluate their own opinions whilst accepting those of other people. • Pupils are encouraged to be compassionate and develop an understanding of other people's points of view. The bullying and respect lessons help to reinforce behaviour expectations of the school, and give students an awareness of appropriate boundaries, and a clear idea of how we treat others. In their discrimination, equality and diversity, and living with disabilities lessons, pupils develop empathy for others who may experience hostility because of a particular personal quality or characteristic. • Pupils are encouraged to be agents of change by coming up with solutions to how we can continue to make improvements in school, and the wider community. 					
Equality and diversity	<ul style="list-style-type: none"> • Across many of these lessons, pupils are challenged to think about scenarios and topics through the lens of different people's experiences and points of view. Lessons on marriage and types of partnerships for instance get students to consider how people's personal values or faith can shape people's perspectives on partnerships and commitment. • Lessons explicitly cover the importance of equality and diversity. More than one lesson in year 7 explicitly refers to the protected characteristics so that pupils have an awareness of the law. • Pupils explore diversity when looking at family life in the summer term where they look at different family makeups including same-sex parents, and families with a disability. Disability discrimination is looked at in a distinct lesson and the barriers that continue to stand in the way of equal opportunity. • However, lessons are also designed to be optimistic in their approach to equality and diversity and they also explore the progress that has already been made towards achieving equal opportunities. Lessons that feature themes of equality and diversity also aim to provide positive role models for students to aspire to; individuals who have challenged the status quo, or affected positive change. 					
Homework	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
CIAG coverage/links	<ul style="list-style-type: none"> • The personal skills that pupils develop in PSHE are critical not only to navigating their everyday life effectively, but are also relevant to any workplace environment. • Pupils develop social and communication skills through their discussions. • Through listening to the ideas of others, pupils demonstrate cooperation in PSHE. • Reference is made to workplaces in the disabilities lesson where students consider what employers can do to provide equal opportunity for everyone in the workplace. • Similarly, the equality and diversity lesson refers to the importance of representation in a range of settings which include the media but also the workplace. 					