

Year 7

| Term | Unit | Key Questions | Knowledge | Assessing Understanding and Other Information |
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| Autumn | Unit 1: Transition and Wellbeing | <p>How can we create a community of kindness in our class?</p> <p>How should I organise myself at secondary school?</p> <p>How should I approach my homework and tests?</p> <p>How can we act with integrity when we encounter unkind behaviour?</p> <p>Why is it important to take care of myself when I'm busy at school?</p> <p>Why is it important to use technology responsibly in school?</p> <p>Puberty, Periods and Hygiene</p> | <p>Friendships, importance of kindness and community</p> <p>Organisational skills, school expectations regarding equipment</p> <p>Time management, benefits of spaced practice and retrieval practice</p> <p>Importance of integrity, anti-bullying, particularities of cyberbullying and doing what's right when nobody is watching</p> <p>Intro to mental wellbeing, work-life balance, reasonable expectations of oneself</p> <p>Academic integrity, cyberbullying, email etiquette, monitoring of school laptops, uses of laptops for school purposes</p> <p>Menstruation and how to deal with periods</p> <p>Active listening skills: understanding and responding to others' ideas using suggested sentence starters</p> | Retrieval practice and assessment for learning approaches including: multiple choice quizzes, recap and summary questions, think-pair-share, baseline assessments that are revisited |
| | Unit 2: Christmas Craft Fair | <p>What product will we sell at the Christmas Craft Fair?</p> <p>How successful were our fundraising efforts at the Christmas Craft Fair?</p> | <ul style="list-style-type: none"> Christmas Craft fair product design, creation and evaluation. Budgeting | Key Event: PSA Christmas Craft Fair |

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| Spring | Unit 3: Ready, steady, go - resilience programme | <p>Why is it important to understand/ manage our feelings and thoughts?</p> <p>How can reflecting on our personal strengths develop our confidence?</p> <p>How can we use relaxation techniques to manage our anxiety and feelings?</p> <p>Why is it important to question our inner thoughts?</p> <p>What should we include in our coping plan?</p> <p>How to approach conflict and resolution?</p> | <p>Recognising and naming feelings</p> <p>Confidence – where it comes from and how it develops</p> <p>Relaxation – different strategies for managing complex feelings</p> <p>Recognising inner thoughts and understanding how they can be helpful and unhelpful</p> <p>Exploring solutions and coping step plans</p> <p>Managing conflict and review</p> | Specifically for this unit of work students are encouraged to complete reflection sheets that help them to explore their feelings, inner thoughts and coping strategies. Students are guided to discover their own resilience and coping strategies through the tools modelled. |
| | Unit 4: Equality, Diversity and Respect | <p>How can we make society fairer for people with disabilities?</p> <p>Why are gender stereotypes limiting, and how can we overcome them?</p> <p>How should we address bullying against people who are LGBT+?</p> | <p>Some common disabilities, the Equality Act 2010, concept of equality</p> <p>Stereotypes and their unfairness</p> <p>LGBT+ terminology, antibullying strategies, why some groups are more vulnerable to bullying</p> | |

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| | | <p>Why is it important to celebrate cultural diversity? How can we express our own identities and what is important to us?</p> | <p>Multicultural Britain, understanding and celebration of different cultures</p> | |
| Summer | Unit 5: Individual rights and Responsibilities | <p>What are human rights? How does the Human Rights Act work in the UK?</p> <p>Why is it important to have rules? Why is it important to speak out if you feel the rules are not fair?</p> <p>What are the main challenges to the rights of women and girls around the world?</p> | <p>UN Rights of the Child</p> <p>Rules vs Law, importance of rules in keeping a free society</p> <p>Period poverty, FGM</p> | <p>A range of assessment for learning tools are used throughout the PSHE and Citizenship curriculum. These include baseline activities, quizzes, self- and peer-assessment and tutor feedback.</p> |
| | Unit 6: Social media and its impact on society | <p>How does social media work and why do some people use it?</p> <p>To what extent is social media a positive or negative influence on people and their behaviour?</p> <p>Are social media companies doing enough to keep young people safe online?</p> | <p>Mechanics of social media sites, algorithms, how social media works to be addictive</p> <p>Influences of social media on mental health, on relationships with others</p> <p>Law and legislation to do with social media, risks of using it, including grooming and access to inappropriate material</p> <p>Practical data protection and online safety tips</p> | |

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| | | How do you stay safe if you choose to use social media? | | |
| | Unit 7: Health and Physical Wellbeing | How can I make healthy choices? How can I help others? | Making Choices and Maintaining Physical Health Managing Influence and Dental Health First Aid - Asthma and Allergies First Aid - Bleeding and choking | |