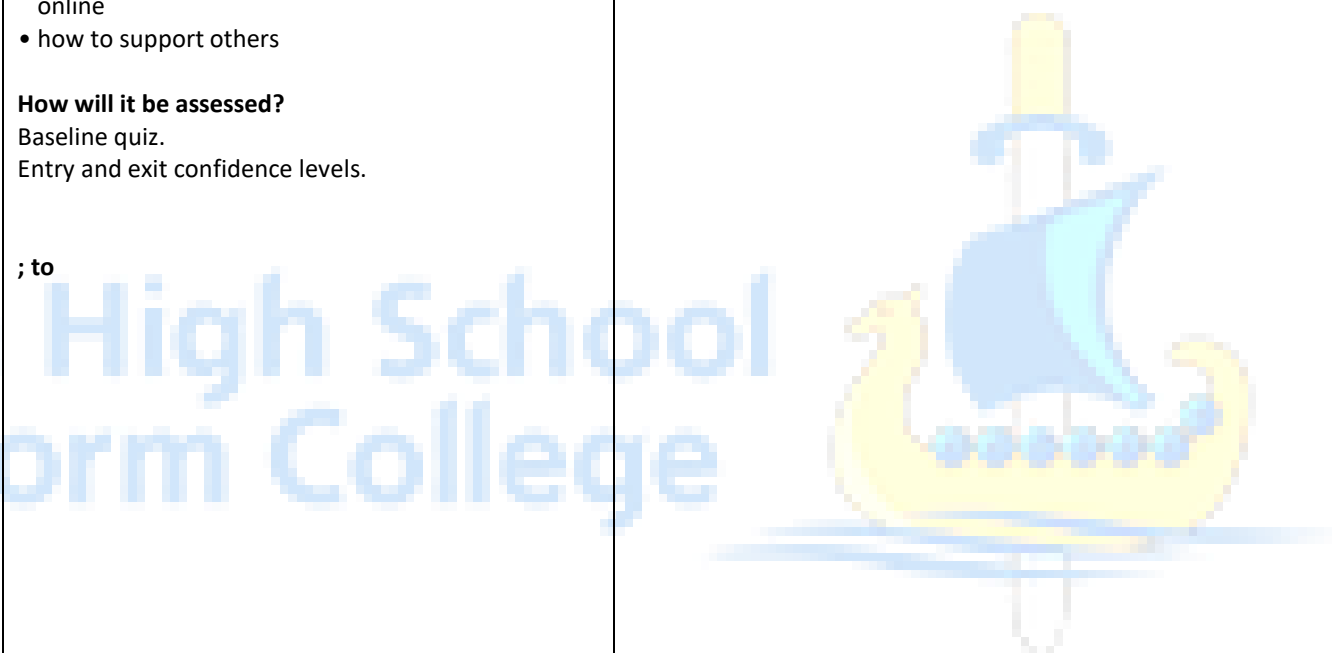


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PSHEE (1)	<p>Topic/Content</p> <ol style="list-style-type: none"> Wellbeing. Transition to Secondary School. Attitudes to Mental Health. Promoting emotional wellbeing. Digital resilience, Unhealthy coping strategies (self harm and eating disorders), Healthy coping strategies. Transition to secondary school and personal safety in and outside of school including first aid. Developing Skills and Aspirations Careers, teamwork and enterprise skills, and raising aspirations. <p>How does this link to prior learning? KS2 RSE: Being Safe</p> <p>Non-negotiable Experiences in the learning scheme</p> <ol style="list-style-type: none"> Learn: about attitudes to mental health and challenging misconceptions; ways to promote emotional wellbeing and to build resilience and how to reframe disappointments and setbacks; about the impact of social media on mental health and emotional wellbeing; strategies to develop digital resilience; about unhealthy coping strategies, including self-harm and eating disorders; why, when and how to access support for themselves or others; healthy ways to manage difficult feelings or challenging circumstances. Exploring the nature of both expected and unexpected change. Identifying some of the challenges that can arise in managing changing situations and relationships, and learn where to get support if needed. Learn about helping others and what first aid is. Learn: 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 	<p>Topic/Content</p> <ol style="list-style-type: none"> Health and Puberty Healthy routines, influences on health, puberty, unwanted contact and FGM Diversity Diversity, prejudice and bullying. <p>How does this link to prior learning? KS2: Caring friendships, respectful relationships, Being safe.</p> <p>Non-negotiable Experiences in the learning scheme To learn about good oral hygiene, dental health and how to access NHS Services. To understand what FGM is and that it is abuse and a crime. To know about the support that is available to anyone at risk of FGM. Understand the physical and emotional changes that occur during puberty, identify ways of managing the changes that occur during puberty, know where to seek advice and support about the changes that occur during puberty, such as the school nurses. Identify what happens when we sleep, be able to describe the benefits of good quality sleep and be able to explain strategies to promote good quality sleep and where to seek support if sleep is difficult. To be able to describe the meaning of bullying and cyberbullying and the impact it can have on an individual, explore the challenging scenarios and their appropriate responses, explain where to seek support and advice on bullying/cyberbullying. Be able to identify which actions cross the line between 'banter' and cyberbullying with a focus on LGBTQ and stereotypes.</p> <p>Skills being developed</p> <ul style="list-style-type: none"> • how to make healthy lifestyle choices including diet, dental health, physical activity and sleep • how to manage physical and emotional changes during puberty • about personal hygiene 	<p>Topic/Content</p> <ol style="list-style-type: none"> Building Relationships Self-worth, romance and friendships (including online) and relationship boundaries. Financial Decision Making Saving, borrowing, budgeting and making financial choices. <p>How does this link to prior learning? KS2: Caring friendships, respectful relationships, Being safe.</p> <p>Non-negotiable Experiences in the learning scheme Identify the qualities of positive friendships, describe strategies for dealing with challenges in friendships, explain where and how to access support and help, including from professionals. To analyse one of many sources of potential body confidence pressure, to have an understanding of similarities, differences and strengths, to increase confidence, resilience and self-esteem. To identify healthy and unhealthy relationship behaviours, to describe the consequences of different relationship communication styles, to demonstrate active listening and assertiveness skills. To explain what consent means, both legally and ethically and why it is so important. To identify signs of when someone is consenting and when they are not, to describe how consent is sought, given and not given in a healthy relationship, to give reasons why most young people do not have sex until they have passed the age of consent. To recognise your money personality, to understand value for money, to plan the next steps in your financial journey, to understand how to deal with financial dilemmas.</p> <p>Skills being developed</p> <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 • how to make safe financial choices
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<p>their horizons and how to identify future career aspirations; about the link between values and career choices</p> <p>Skills being developed</p> <ol style="list-style-type: none"> 1. Evaluate the links between mental health and physical health; identify common misconceptions about mental health; recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health. To explain the factors that affect emotional wellbeing; identify ways to promote emotional wellbeing and build resilience; to reframe and learn from disappointments and setbacks. To evaluate the positive and negative impact of social media on emotional wellbeing; to analyse the reasons people post and look at online images and the impact this can have on self-esteem and body image; to describe strategies to promote emotional wellbeing online. To explain why self-harm and eating disorders are unhealthy coping strategies; to recognise misconceptions about unhealthy coping strategies; to recognise warning signs of emotional difficulties; identify suitable sources of support; and explain why, when and how to seek help for themselves or others. To recognise circumstances leading to intense emotions that may be difficult to manage; to explain a range of positive strategies for managing difficult emotions; to assess whom, how and why to ask for support when it's needed. 2. How to identify, express and manage their emotions in a constructive way; how to manage the challenges of moving to a new school; how to establish and manage friendships; how to improve study skills; how to identify personal strengths and areas for development; personal safety strategies and travel safety, e.g. road, rail and water; how to respond in an emergency situation; basic first aid; 3. To identify challenges and describe the feelings experienced when overcoming them; to analyse challenges posed in the workplace, to plan how to 	<ul style="list-style-type: none"> • how to recognise and respond to inappropriate and unwanted contact • about FGM and how to access help and support • 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 others <p>How will it be assessed? Baseline quiz. Entry and exit confidence levels.</p> <p>; to</p>	<ul style="list-style-type: none"> • about ethical and unethical business practices and consumerism • about saving spending and budgeting • how to manage risk-taking behaviour <p>How will it be assessed? Entry and exit knowledge mindmaps. End of unit quiz.</p> 
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overcome a fear or challenge; to understand the importance of staying positive, including in relation to the workplace, to understand the importance of learning from experiences, even if they are negative, to explain different strategies they can use to build resilience and manage personal challenges and setbacks. To identify a number of key personal skills, to explain how they already demonstrate these skills in their everyday lives, to evaluate how they can build on these skills and adapt them to a workplace setting. To identify opportunities to aim high in their everyday lives, to understand the difference between being proactive and reactive, to recognise how being proactive can help them aim high and achieve their goals. To identify problems of different scales and what is needed to solve them, to illustrate the use of an adaptable approach to solving problems, to understand that problem solving is a core transferable skill and identify its usefulness in a work setting, to work in a team to solve a problem.

How will it be assessed?

Entry and Exit Confidence levels

Carrington High School
and Sixth Form College

