



Subject: PSHE

Lead Teacher: Miss R Saunders

Year: 7

Curriculum organisation

Students are taught in NPGHS groups of 30 students for one hour per week.

The PSHE curriculum is organised into three strands and each strand features in every year group. The PSHE curriculum is interwoven with our Careers Strategy and invites external providers as necessary.

At Key Stage 3 students build on the knowledge and understanding, skills, attributes and values they have acquired and developed during the primary phase. PSHE Education acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. It teaches the knowledge and skills which will equip them for the opportunities and challenges of life. Students learn to manage diverse relationships, their online lives, and the increasing influence of peers and the media.

Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	
Autumn Term	HEALTH AND WELLBEING Transition and safety Transition to secondary school and personal safety in and outside school, including first aid	<ul style="list-style-type: none"> ○ 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 ○ Online safety, getting a new phone, friend requests, group chats, pressure to fit in and online bullying, grooming. ○ how to respond in an emergency situation ○ basic first aid 	<ul style="list-style-type: none"> ○ Transition ○ Personal safety ○ Online safety ○ First aid ○ Friendships ○ Travel safety 	<ul style="list-style-type: none"> ○ Friendships ○ Support with transition ○ Knowledge of personal and online safety improved 	<ul style="list-style-type: none"> ○ Whole class discussion ○ Pair work ○ Problem-solving tasks ○ Worksheets ○ Role play activities ○ Presentations ○ Research activities
	LIVING IN THE WIDER WORLD Financial decision making Saving, borrowing, budgeting and making financial choices	<ul style="list-style-type: none"> ○ how to make safe financial choices ○ about ethical and unethical business practices and consumerism ○ about saving, spending and budgeting ○ how to manage risk-taking behaviour 	<ul style="list-style-type: none"> ○ Financial decision making ○ Saving ○ Borrowing ○ Budgeting ○ Ethical and unethical business practice ○ Risk-taking behaviour 	<ul style="list-style-type: none"> ○ Awareness of financial decision making ○ Knowledge of spending, saving and budgeting 	
Spring Term	RELATIONSHIPS Diversity Diversity, prejudice, and bullying	<ul style="list-style-type: none"> ○ about identity, rights and responsibilities ○ about living in a diverse society 	<ul style="list-style-type: none"> ○ diversity ○ prejudice ○ bullying ○ stereotypes ○ online ○ CSE 	<ul style="list-style-type: none"> ○ Increased knowledge of how to challenge prejudice, stereotypes and discrimination 	

		<ul style="list-style-type: none"> ○ how to challenge prejudice, stereotypes and discrimination ○ the signs and effects of all types of bullying ○ definitions of child sexual exploitation. ○ how to respond to bullying of any kind ○ how to support others 		<ul style="list-style-type: none"> ○ Knowledge of types of bullying ○ Awareness of FGM ○ Support that is available 	
	<p>HEALTH AND WELLBEING Healthy routines, influences on health, puberty, unwanted contact, and FGM</p>	<ul style="list-style-type: none"> ○ how to make healthy lifestyle choices ○ 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 			
Summer Term	<p>LIVING IN THE WIDER WORLD How do I start planning my careers journey? Relationship of skills and interest to work</p> <p>Careers, teamwork and enterprise skills, and raising aspirations</p>	<ul style="list-style-type: none"> ○ how to be enterprising ○ 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 choices 	<ul style="list-style-type: none"> ○ Careers ○ Team work ○ Enterprise ○ Aspirations ○ Leadership ○ Stereotypes 	<ul style="list-style-type: none"> ○ Leadership skills ○ Teamwork skills ○ Social skills ○ Enterprise skills 	
	<p>RELATIONSHIPS Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries</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 ○ about how to manage unpleasant / uncomfortable situations 	<ul style="list-style-type: none"> ○ Self-worth ○ Romance ○ Friendships ○ Online relationships ○ Relationship boundaries 	<ul style="list-style-type: none"> ○ Assertiveness ○ Development of friendship skills ○ Boundaries 	

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • Standard school stationery • PSHE folders and lined paper 	<ul style="list-style-type: none"> • Ongoing assessment which is based on knowledge, skills and understanding of the content that has been delivered. • This is shown in the work produced and the discussions and presentations that will occur at the end of each topic area

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • All lessons show differentiation in order to support, stretch and challenge the students within the class • Students are able to take on additional roles within school which promote student voice, democracy and health and wellbeing which are all skills gained in PSHE which can be used to have a bigger impact on our school and local community. 	<ul style="list-style-type: none"> • Ensure that you discuss the PSHE curriculum with your daughter • Value the importance of this subject and the life skills that it allows our students to develop over time

Inclusion	Inclusion within Year 7 PSHE
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Interactive whiteboards are non-reflective to reduce glare. • Teachers check that students can hear properly during lessons. • Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes. <ul style="list-style-type: none"> • Keywords/ subject specific vocabulary displayed on power points. • Groupings are designed to support students. • Resources – Differentiated with challenges and support sheets for students.

Rosenshine Principles – Individual needs
<ul style="list-style-type: none"> • Tasks – Differentiated – support students. • Groups – Mixed groups – comfortable and supported. • Prompt cards – Conversation starters – Get students thinking. • Questions – challenging and very challenging – Get students thinking deeper. Open and closed questions. • Targets – Students have a focus to achieve. • Feedback – Throughout.

If you have any questions about this Learning Overview, please contact the named Teacher above.