## Key Stage 3 - Year 7 PSHE

|  | | **Autumn 1**  **Health and Wellbeing** | **Autumn 2**  **Living in the wider world** | **Spring 1**  **Relationships** | **Spring 2**  **Health and Wellbeing** | **Summer 1**  **Relationships** | **Summer 2**  **Living in the wider world** |
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| Learning outcomes/ composite knowledge:  Pupils will be able to… | | **Transition and safety**  Transition to secondary school and personal safety in and outside school, including first aid | **Developing skills and aspirations**  Careers, teamwork and enterprise skills and raising aspirations | **Diversity**  Diversity, prejudice, and bullying | **Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM | **Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries | **Financial decision making**  Saving, borrowing, budgeting and making financial choices |
| Knowledge  Components | Health and wellbeing | * how to identify, express and manage their emotions in a constructive way * how to manage the challenges of moving to a new school * personal safety strategies and travel safety, e.g. road, rail and water * how to respond in an emergency situation * basic first aid |  |  | * how to make healthy lifestyle choices including diet, dental health, physical activity and sleep * how to manage influences relating to caffeine, smoking and alcohol how to manage physical and emotional changes during puberty * about personal hygiene * about FGM and how to access help and support |  | * how to manage risk-taking behaviour |
| Relationships | * how to establish and manage friendships | * how to challenge stereotypes, broaden their horizons and how to identify future career aspirations | * about identity, rights and responsibilities * about living in a diverse society * 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 | * how to recognise and respond to inappropriate and unwanted contact | * 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 evaluate expectations for romantic relationships * about consent, and how to seek and assertively communicate consent |  |
| Living in the wider world | * how to improve study skills * how to identify personal strengths and areas for development | * 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 their horizons and how to identify future career aspirations * about the link between values and career choices | * how to challenge prejudice, stereotypes and discrimination |  | * how to recognise and challenge media stereotypes | * how to make safe financial choices * about ethical and unethical business practices and consumerism * about saving, spending and budgeting |
| National Curriculum reference | | H1, H2, H30, H33, R13, L1, L2 | R15, R39, L1, L4, L5, L9, L10, L12 | R3, R38, R39, R40, R41 | H5, H13, H14, H15, H16, H17, H18, H20, H22, H34 | H1, R2, R9, R11, R13, R14, R16, R24 | H32, L15, L16, L17, L18 |
| Common misconceptions | | These vary from pupil to pupil and their experience of PSHE at previous schools. Misconceptions will be addressed in lessons and through assessment. | | | | | |