##  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
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| 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
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| 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
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| 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.  |