

PSHE Medium Term Plan Year 7 2024 onwards

Timing	Topic, Content and PSHE Association Programme of Study References	Learning	Assessment and Evaluation	Resources
Autumn	<p>Health and Well Being</p> <p>Links to PSHE Association Curriculum H2, H3, H4, H5, H7, H8, H9, H10, H12, H31, H34, R13, L20, L21, L22</p> <p>Transition to Secondary School, Emotional Well-being, Digital Resilience, Puberty: Menstruation</p>	<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 identify personal strengths and areas for development • how to access mental health support • how to recognise why people might find it hard to talk about mental health • how to challenge unhelpful language <p><u>Key Questions</u></p> <p>How do I feel about leaving Primary School? What skills will I need as a learner at CVC? How can I work best as a member of a group? How can I manage my emotional well-being? How do I develop Digital Resilience?</p> <p>Separate session on Menstruation and period poverty</p>	<ul style="list-style-type: none"> • Baseline assessment 'I can' statements, revisited later on • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend 	<p>PSHE Association Always/ Tampax About You packs</p>

	and Period Poverty PoS refs: H1, H2, H30, R13, L1, L2			
Autumn	Living in the Wider World Barclay's Life Skills, Enterprise Education, Challenging Stereotypes, Raising Aspirations, PoS refs: L1, L2, L3, L8, L9, L11, L12, L13, L15	<ul style="list-style-type: none"> • 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 • about ethical and unethical business practices and consumerism <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What does it mean to be enterprising? • What enterprise and employability skills do you have? • Which skills and qualities might you need to work on? • How can a person learn to be more enterprising? • What does effective teamwork look like? • What is effective leadership? 	<ul style="list-style-type: none"> • Baseline assessment 'I can' statements, revisited later on • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend 	Barclay's Life Skills
Spring	Valuing Difference Diverse Community, Equality Act, Cyber Bullying,	<ul style="list-style-type: none"> • 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><u>Key Questions</u></p>	<ul style="list-style-type: none"> • Baseline assessment 'I can' statements, revisited later on 	

	<p>Social Media and Advertising</p> <p>PoS refs: RL10, L13, H2, H5, R3, R38, R39, R40</p>	<ul style="list-style-type: none"> • What is the difference between rights and responsibilities? • What makes someone who they are? • What rights does everyone share? • What can people do if they feel their rights are not being respected? • How can someone safely challenge behaviour which ignores others' rights? 	<ul style="list-style-type: none"> • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend • Student Feedback 	
Spring / Summer	<p>Making Good Choices and Managing Risk</p> <p>Mental Health, Puberty and Personal Hygiene, Diet Exercise and Healthy Choices</p> <p>PoS refs: H4, H5, H6, H7, H13, H14, H17, H18, H19, H20, H26, H34</p>	<ul style="list-style-type: none"> • 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 • how to recognise and respond to inappropriate and unwanted contact <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How can a person assess the risks of substances effectively? • What influences a person's decision to use alcohol, tobacco and other substances? • How can those influences be managed? • What are health, legal and social consequences of smoking and or/ heavy drinking? • Where can someone go for more information, support or guidance on alcohol, tobacco and other substances? 	<ul style="list-style-type: none"> • Baseline assessment 'I can' statements, revisited later on • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend 	
Summer	<p>Positive Relationships</p>	<ul style="list-style-type: none"> • how to develop self-worth and self-efficacy 	<ul style="list-style-type: none"> • Baseline assessment 	

	<p>Self Esteem, Relationships, Family Lives, Consent and Boundaries, Sexting, Pornography</p> <p>PoS refs: L25, H1, H3, H5, H30, R1, R2, R9, R10, R11, R13, R14, R23, R24, R25, R26, R27, R30</p>	<ul style="list-style-type: none"> • 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 <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What common values do people share and consider important? • What do you value the most in yourself and others? • What makes a good friend? • What is most important in a good friendship? • What qualities do you bring to relationships? • Why are positive relationships important? • What should you do if you see something upsetting online? 	<p>'I can' statements, revisited later on</p> <ul style="list-style-type: none"> • Ipsative Assessment in lessons • Assessed work using Forms with opportunity to revise or extend • Parental Survey • Student Feedback 	