

Curriculum Map Year 7 PSHE

Topic Name	Term	Skills developed with link to NC Subject content	Reflection on previous link in the curriculum	Progress to future link in the curriculum
Families	Autumn HT1	Students learn To recognise different types of committed stable relationships. (R1) And the importance of long term partnerships for family life, and the roles and responsibilities that come with these. (R1) That marriage is a legal, social and emotional commitment (R6)	In Primary students will have looked at the topic in KS1 in R1-5, and in KS2 in R1-9. They will have examined: Why families are important, what are the characteristics of a good family, that families look different and what to do if family life is unhappy.	In Year 8 students will explore what they should do in the case of an unhealthy relationship (R29) In Year 10 students will examine the nature of families, including: Why marriage should be freely entered (R3) Parenting skills and qualities (R11) Control and abuse in all relationships, and strategies to help remove them from this. (R29) These topics also link to the marriage unit of Year 7 RS, and GCSE RE Eduqas families unit Year 11. .
Respectful relationships	Autumn HT2	Students learn the impact of stereotyping, prejudice and discrimination on individuals and relationships (R39)	In Primary students will have looked at the topic in KS1 in L4, and in KS2 in R21, L7-9 They will have examined: What a stereotype is and how they can be unfair, negative or destructive.	In Year 8 students will examine the language that people might use as part of their stereotyping, in online bullying/trolling. (R28) In Year 9 students will look at the unacceptability of language that is used and how they can challenge this. (R27) They will also recognise that they have the same rights to opportunities in learning and work as all other people. (L7) We also cover this within the RS programme when we look at Human Rights and the issues of bigotry in the wider community. Discrimination in the work place is covered in the careers programme in KS4
Drugs awareness	Autumn HT2	Students learn the facts about legal and illegal drugs and their risks, and the law related to supply and possession of these drugs. 25-28) the short and long term consequences of the impact on physical and mental health of the person. (H27) the social risks and consequences of substance use and misuse (H27) and understand how this might impact decision making.	In Primary students will have looked at the topic in; KS1 in H37 and KS2 in H46-48 They will have examined: Drugs, alcohol and tobacco and the facts about legal and illegal drugs	In Year 8 and 9 students will continue to follow the Christopher Winter programme. They will look at alcohol and the personal risks taken with this and the personal and social risks of substance abuse. In KS4 the Brook run a carousel workshop with Year 10 on this topic. We also look at alcohol and drugs and their impact on mental health.
Health and prevention	Spring HT3	Students learn: To understand what constitutes a balanced diet and its benefits (H16) to recognise what are their responsibilities when it comes to their own personal health and hygiene. (H9) To know the benefits of physical exercise and sleep. (H13-18)	In Primary students will have looked at the topic in; KS1 in H2-8, and KS2 in H1-12 and H40 They will have examined: What constitutes a healthy diet, and the benefits of regular, physical exercise? How to recognise early signs of physical illness, The importance of sufficient good sleep for health, Personal hygiene and germs	In Year 8 students will look at unhealthy coping strategies including self-harm and eating disorders, and the characteristics of emotional and mental health and their symptoms. (H6, H4) Body image is also a topic in Year 8 and we look at how the media can impact on these views of ourselves. (H10, H18)
Respectful relationships	Spring HT3	Students learn To recognise the qualities and behaviours they should expect and exhibit in their relationships with others (R1) To recognise when bullying is taking place, and what we can do to combat this (R38)	In Primary students will have looked at the topic in KS1 in R6-9, R10-17, and R22-23, and in KS2 in R10-34. They will have examined: The importance of friendships, including what makes them positive and negative, and how to deal with the ups and downs of friendships. About different types of bullying	In Year 8 we then begin to look at issues within relationships about consent. (R19/20, R16) Then in Year 9 we build on this again and develop the skills of removing ourselves from unhealthy relationships, in whichever form they take (R28, R19/20)

Mental well being	<i>Spring HT3</i>	<i>Students learn To gain strategies for the management of mental and emotional health, so that they can cope with situations in a healthy way.(H6-10) To be able and identify and recognise the characteristics of emotional and mental health and the causes or symptoms of some mental health disorders.(H6-10)</i>	In Primary students will have looked at the topic in KS1 in H1, H11-20, H24, H27 and in KS2 in H15-17, 19-22, H24 and R13 They will have examined: That mental health is a part of daily life and there are a range of emotions. How to judge what they are feeling and how to get help if they aren't coping.	We look at these topics again in Year 8, particularly with self-harm and eating disorders (H11) and again in Year 9 with looking after our mental health in relation to drugs and alcohol. (H28). This is also covered within the form time curriculum and in assemblies. All progress leaders are Positive project trained.
Changing adolescent body	<i>Spring HT3</i>	<i>Students learn key facts about puberty, the changing adolescent body and menstrual well-being. (H17/H7)</i>	In Primary students will have looked at this topic KS1 in H25/26 and in KS2 H30-34. They will have examined: Key facts about puberty and the changing adolescent body. In KS2 only menstrual well-being and the menstrual cycle	This is covered within science in Year 7 biology lessons. In PSHE students in Year 8 build on this when we use the links to look at FGM (R19) We also recap on the menstrual cycle as part of Year 9 pregnancy, and contraception (R21/22, H12).
Internet safety and harms	<i>Spring HT4</i>	<i>Students learn To understand how social media can distort situations or issues (L7)</i>	In Primary students will have looked at this topic KS1 in H9, 34 and in KS2 H13,37 They will have examined: The benefits of rationing time online and how the impact on well-being can be both positive and negative.	This is covered again when we look at internet safety in Year 8 (R28, R36, R38) We also look at this in Year 9 with the impact of sex in the media (R23) In KS4 we develop on this by looking at it especially in pornography and empowerment of women.
Finance	<i>Spring HT4</i>	<i>Students learn about values and attitudes relating to finance, including debt (L16) to manage emotions in relation to money (L17)</i>	In primary students will have looked at this topic in KS1 in L11-13 and in KS2 in L17-19 They will examine What money is; forms that money comes in; that money comes from different and that people make different spending and saving choices. The difference between needs and wants	Students will explore social and moral dilemmas when it comes to money. (L20_This is found within the RS syllabus. In Year 9 they will examine gambling and how this impacts their financial control. (L19) In KS4 they will recognise what influences their financial decisions and how they can get support. Keep the cash is an organisation that runs a full day in school on this topic and hits many of the criteria for both PSHE and careers.
Building resilience	<i>Summer HT5</i>	<i>Students learn To understand what can affect well-being and resilience (H2, H4)</i>	In primary students will cover this in KS1 in H11-13, H18 and 19, and in KS2 in H17, 20 and 21 They will have examined: That there is a range of emotions and how to judge if what they are feeling is appropriate	Self-esteem and resilience are embedded into all we do within the SRE programme about dealing with loss, disappointment. This is also built into KS4 curriculum within GCSE preparation days.
Healthy coping strategies	<i>Summer HT5</i>	<i>Students learn To understand the causes and triggers for unhealthy coping strategies and how you can help (H1, H2, H11)</i>	In Primary students will cover this in KS1 in H11-13, H18 and 19, and in KS2 in H17, 20 and 21 They will have examined: That there is a range of emotions and how to judge if what they are feeling is appropriate.	This is built upon when we remind them of these healthy coping strategies in the light of unhealthy ones; strategies including self-harm and eating disorders, and the characteristics of emotional and mental health and their symptoms. (H6, H4)
Personal safety	<i>Summer HT6</i>	<i>Students learn how to identify risk and manage personal safety in increasingly independent situations, including online (H30) ways of assessing and reducing risk in relation to health, wellbeing and personal safety (H31)</i>	This has been covered in primary school, but in our assessment different schools do this differently and we therefore recap with road safety, personal safety, and as a girl's school staying safe at night. RECAP of Primary lesson 1 lesson To differentiate the difference between the terms 'risk', 'danger' and hazard' (H9) To recognise, predict and assess risk	This is then built upon when we look at personal safety and impact of rape in Year 9 in sexual bullying. (R37) This is looked at again within form time.

Basic first Aid	Summer HT6	<i>Students learn: To perform basic first aid and lifesaving skills, including cardio-pulmonary resuscitation (H22)</i>	In primary students will have looked at this topic in KS1 in H25-37 and in KS2 H43 -44. They will know how to call the emergency services and to deal with basic first aid such as common injuries like head injury.	Students will build on this in H13 which is delivered in core PE in KS4.
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