

PSHE Year 7

		Diversity	Transition and safety	Building Relationships	Developing skills and aspirations	Health and Puberty	Financial decision making
<b>Learning outcomes/composite knowledge: Pupils will be able to...</b>		Understand about Diversity.  Understand prejudice, and bullying	Understand personal safety in and outside school, including first aid.	Understand self-worth, romance and friendships (including online) and relationship boundaries.	Understand careers, teamwork and enterprise skills and raising aspirations.	Understand healthy routines, influences on health, puberty, unwanted contact, and FGM.	Understand financial decision-making saving, borrowing, budgeting and making financial choices
Knowledge Components	<b>I know what</b>	I know what identity, rights and responsibilities mean.  I know what diversity means. I know what prejudice means. I know what stereotype means.  I know what it means to live in a diverse society.  I know what the signs and effects of all types of bullying, including online.	I know what safety strategies are and travel safety, e.g., road, rail and water.  I know what personal safety is.	I know what the qualities and behaviours relating to different types of positive relationship are.  I know what consent is, and how to seek and assertively communicate consent.	I know what equality of opportunity means.  I know what enterprising means.  I know what stereotypes are and can give examples.  I know what the link is between values and career choices.	I know what puberty is.  I know what an influence is.  I know what unwanted contact means.  I know what FGM is and how to access help and support.  I know what personal hygiene is.	I know what ethical and unethical mean.  I know what unethical business practices are.  I know what consumerism means.  I know what saving, spending and budgeting are.
	<b>I know how</b>	I know how to challenge prejudice, stereotypes and discrimination.  I know how to respond to bullying of any kind, including online.  I know how to support others.	I know how to manage my emotions in a constructive way.  I know how to establish and manage friendships  I know how to improve study skills.  I know how to identify personal strengths and areas for development.  I know how to respond in an emergency situation.	I know how to develop self-worth and self-efficacy.  I know how to recognise unhealthy relationships.  I know how to recognise and challenge media stereotypes.  I know how to evaluate expectations for romantic relationships.	I know how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity.  I know how to challenge stereotypes, broaden my horizons and how to identify future career aspirations.	I know how to make healthy lifestyle choices including diet, dental health, physical activity and sleep.  I know how to manage influences relating to caffeine, smoking and alcohol.  I know how to manage physical and emotional changes during puberty.  I know how to recognise and respond to inappropriate and	I know how to make safe financial choices.  I know how to manage risk-taking behaviour.

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			I know how to perform basic first aid.			unwanted contact	
National Curriculum reference		<ul style="list-style-type: none"> <li>Relationship education in primary schools</li> <li>relationship and sex education in secondary schools</li> <li>health education in state funded primary and secondary schools</li> </ul>					
Exemplar Composite Task(s)		Low stakes quizzing on key vocabulary	Examples of healthy and unhealthy coping strategies worksheet.	Completed case study: pupils respond to scenario with advice and legal requirements.	Written CV demonstrating transferable skills section.  Scenario based questions related to individual liberty.	Completed assessment on key knowledge.	Low stakes quizzing on core knowledge of this unit.