

Year 7 PSHE Scheme of Work

Theme: Health and Wellbeing

Topic 1: Transition to Secondary School and Mindfulness

The aim of this series of lessons is: *To develop knowledge, skills and attributes to effectively manage transition to a new school.
 To begin, grow and maintain friendships in a new situation.
 To develop mindfulness skills which can be used in every walk of life.*

Week	Learning Objectives	Learning Outcomes
1	<ul style="list-style-type: none"> To establish ground rules for PSHE education learning To explore the differences between being at primary and at secondary school To reflect on feelings about being somewhere new, including reflection on the chance to create a new identity 	Students will be able to: <ul style="list-style-type: none"> Negotiate ground rules to prepare a safe space for PSHE learning Identify feelings associated with being in a new school Identify ways in which being a secondary school student differs from being a primary school student Identify and evaluate new opportunities available at secondary school Identify support available in their new school
2	<ul style="list-style-type: none"> Mindfulness in Schools Project (MiSP) teach.Breathe <i>Lesson 1: Puppy Training</i> <p><i>A combination of simple mindfulness practices and theory, neuroscience and social and emotional learning. This programme is a 4-week cycle of lessons aimed to support the transition between primary and secondary school. This programme has been created to support learning and experience in line with key aspects of the statutory PSHE guidance.</i></p> <p><i>This offers students an opportunity to help them achieve their goals, improve focus in class, have higher performance in sport and support relationship building. It is also an opportunity for mindfulness to help alleviate exam pressure and support overcoming anxiety and distress.</i></p>	Students will be able to: <ul style="list-style-type: none"> Interact and collaborate in pairs and groups Express ideas and information in a variety of situations Select and use a range of strategies to interact and collaborate with others Use metacognitive strategies to reflect on and assess development of their skills and knowledge Explore texts and comprehend a variety of ideas and issues Explain and support personal responses to texts Demonstrate ethical, responsible, cooperative behaviour Participate in activities for improving focus and concentration, increasing in length as the course progresses
3	<ul style="list-style-type: none"> Mindfulness in Schools Project (MiSP) teach.Breathe 	As above

	<ul style="list-style-type: none"> • <i>Lesson 2: Working with worry</i> 	
4	<ul style="list-style-type: none"> • Mindfulness in Schools Project (MiSP) teach.Breathe • <i>Lesson 3: Meditation</i> 	As above
5	<ul style="list-style-type: none"> • Mindfulness in Schools Project (MiSP) teach.Breathe • <i>Lesson 4: Being with others</i> 	As above

Theme: Relationships

Topic 2: Growing up and Relationships

The aim of this series of lessons is: *To develop a deeper understanding of the physical and emotional changes young people experience during puberty*
To understand the importance of friendship as a basis for romantic relationships.
To consider romantic relationships between same sex couples
To introduce the idea of consent

Week	Learning Objectives	Learning Outcomes
6	<ul style="list-style-type: none"> • To review their understanding of the physical and emotional changes that take place during puberty for boys and girls • To develop an understanding of how these emotional changes can affect our relationships and develop strategies to manage them 	Students will be able to: <ul style="list-style-type: none"> • Review the physical and emotional changes experienced during puberty • Explain the emotional changes during puberty and how to manage these changes • Recognise how people might feel about these changes and describe strategies for managing those feelings <p><i>The delivery of this session is supported by an outside agency with specific expertise: The School of Sexuality Education</i></p>
7	<ul style="list-style-type: none"> • Re-Think Periods; Myths, Taboos and Celebrations 	Students will be able to: <ul style="list-style-type: none"> • Recognise some of the myths and taboos related to menstruation

	<ul style="list-style-type: none"> This lesson aims to encourage open discussion on the myths and taboos associated with menstruation and menstrual product use and disposal. 	<ul style="list-style-type: none"> Identify some solutions for managing myths/taboo Explain how advertising can sometimes reinforce taboos and myths about certain product choices
8	<ul style="list-style-type: none"> Periods, People and Products This lesson aims to encourage positive discussion about menstruation, menstrual product use and correct disposal. It invites students to explore the uniqueness of menstrual cycles through the stories of others and guides them through products and how to overcome challenges. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the menstrual cycle and how it can vary in length in different individuals Correctly identify female internal organs and genitalia Explain how different menstrual products can support the individual needs of menstruators
9	<ul style="list-style-type: none"> Periods and the environment This lesson aims to support students in their understanding of the materials used in menstrual product creation and their lifecycle. It aims to enable students to come to their own conclusions about the suitability of each product. It also aims to address the environmental impact of flushing menstrual and personal hygiene products and how this may be tackled. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe a range of menstrual and personal products Identify some of the pros and cons of reusable and disposable menstrual/personal products for both the user and the environment Describe the potential long-term impact on the environment of the disposal of menstrual/personal products
10	<ul style="list-style-type: none"> To learn about the value of friendship as a basis for romantic relationship, including romantic relationships between same sex couples To assess the media impact on expectations of early romantic relationships To learn about the qualities of healthy and unhealthy relationships 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the difference between closeness in friendship and sexual attraction, including recognition of diversity in sexual attraction Explain the features of positive and stable relationships and those of unhealthy relationships Describe how the media portrays romantic relationships Describe the possible impact of the media portrayal of relationships on people's expectations of their own relationships Describe the consequences of different relationship communication styles

11	<ul style="list-style-type: none"> • To explore what consent means • Understand how to recognise when another person is giving their consent. • Understand that it is the person seeking consent who is responsible for ensuring that consent is given freely 	Students will be able to: <ul style="list-style-type: none"> • Explain what consent means • Suggest signs of when someone is consenting and when they are not • Describe how consent is sought, given and not given in a healthy relationship
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Theme: Relationships

Topic 3: Healthy Relationships and Valuing Difference

The aim of this series of lessons is: *To understand there are different types of positive relationships and to share common features.
 To develop strategies for managing conflict with parents, family members and friends
 To explore the nature of bullying and develop strategies for responding to situations where bullying is, or is perceived to be taking place.
 To recognise and manage social risks of using the internet.
 To respect equality and be a productive member of a diverse community*

Week	Learning Objectives	Learning Outcomes
12	<ul style="list-style-type: none"> • To consider different types of relationships, particularly family relationships • To learn about the qualities and behaviours expected in healthy relationships • To understand how our family relationships affect our wellbeing • To recognise the positive qualities they bring to relationships • To explore common causes of conflict between young people and parents • To learn how to manage conflict at home 	Students will be able to: <ul style="list-style-type: none"> • Describe different types of relationships • Describe how family set-ups can differ • Understand the roles and responsibilities of different family members and how these have changed over time • Reflect privately on the positive qualities they bring to relationships • Identify typical causes of conflict between teens and family members • Explain why conflict at home may be more common during adolescence • Identify the emotions caused by conflict at home

		<ul style="list-style-type: none"> • Explain why parents and carers may impose boundaries • Identify habits or behaviours which may help to reduce conflict
13	<ul style="list-style-type: none"> • To develop their understanding of diversity and equality • To increase their understanding of neurodiversity • To increase their understanding of autism spectrum disorder 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain what is meant by neurodiversity • Describe the strengths and challenges faced by students who are on the autistic spectrum • Understand how best to support students on the autistic spectrum
14	<ul style="list-style-type: none"> • To review their understanding of bullying and strategies to use if they experience it • To further explore cyber bullying and its effects on individuals • To learn how to conduct healthy relationships online • To learn how to respond to and manage negative online relationships 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Agree a definition of bullying • Identify the benefits and risks associated with using social media networks as a means of making and building friendships • Demonstrate or describe strategies for managing this risk, keeping safe and minimising harm online • Describe appropriate and inappropriate ways to treat friends online • Explain examples of cyber bullying, how to recognise it and how to respond if witnessing or experiencing cyber bullying • Understand what trolling is, why people do it and how to respond • Describe ways to report online abuse and to safely challenge and/or report intolerance online

Theme: Health and Wellbeing

Topic 4: Healthy Lifestyles

The aim of this series of lessons is: *To increase understanding of how lifestyle choices affect health.
 To increase understanding of how to improve mental health and wellbeing
 To develop resilience and learn strategies to manage negative influences on lifestyle choices.*

This topic will include Year 7 Wellbeing Challenge: Digital detox

Week	Learning Objectives	Learning Outcomes
15	<ul style="list-style-type: none"> To promote the benefits of healthy lifestyle choices including the value of physical activity, a healthy diet and adequate sleep 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe what constitutes a healthy diet Describe and assess the benefits of a balanced diet, appropriate exercise and healthy sleep patterns and explain the potential risks of poor lifestyle choices Describe the impact of screen and phone use late at night Describe the link between mental wellbeing and physical health Identify strategies to promote good mental health and provide a balance between work, leisure and exercise <p>This unit includes a talk from our catering team, Chartwells</p>
16 + 17	<ul style="list-style-type: none"> To consider the impact of others (including the media) on our lifestyle choices and body image. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify potential influences on their lifestyle choices Explain how comments, images and role models in the media and on social media might influence people's health-related behaviours Explain the way the media portray people does not always reflect reality and how this can put pressure on us in relation to our bodies and affect self esteem Suggest ways to reduce and manage unhelpful influences on lifestyle choices Name reliable sources of help and support, including local health services Explain how to assess the worth and reliability of health information and advice

Redmaids' High School
Reviewed and updated July 2021. Review date July 2022

Topics covered in form time:

Transition – building relationships within the group

Communication skills – learning to be assertive rather than aggressive or submissive.

Building Connections

Alice Hinks/Anne Taylor Reviewed September 2021
Review date September 2022