

2023-2024 Year 7 Curriculum and Assessment Plan for PSHE

The curriculum and assessment of pupils at this stage of education has been carefully designed to prepare students for life outside of school. They develop the knowledge, skills and attributes students need to manage life's challenges and make the most of life's opportunities. The selection of knowledge in this curriculum is informed by the RSHE Statutory Guidance 2020, the PSHE Association's suggested curriculum and The Gatsby Benchmarks. PSHE should give students the confidence and conviction so that they can act with others, have influence, and make a difference in their communities. In Year 11, the curriculum has been designed to prepare pupils for the challenges they may face in future. The challenges identified and addressed with this curriculum are relevant to the country, local area and time of delivery and is responsive to any significant changes in those areas. The substantive PSHE and RSHE knowledge is designed to be delivered in a sequence that allows for connection-making across the topics. The knowledge becomes more complex and age specific as students' progress through the academic year. Each one of the topics becomes a thread of knowledge building throughout this entire secondary curriculum, although there are clear links across topics, which are highlighted throughout. To embed the substantive knowledge relating to RSHE, pupils need to reflect on the human and spiritual experience, linked to our Catholic values and faith. Pupils' understanding of the topics will be enhanced through stories and scenario-based considerations and reflections. Their hinterland knowledge will complement the substantive knowledge delivered through teachers sharing examples and stories that relate to the topics. In Year 7, the curriculum has been designed to prepare pupils for the challenges they may face in future. The challenges identified and addressed with this curriculum are relevant to the country, local area and time of delivery and is responsive to any significant changes in those areas. Pupils will be ages 12-13 and will be experiencing puberty therefore extensive education and support has been embedded. Equally, pupils may begin to experience peer pressure surrounding drugs and alcohol, in particular Cannabis and therefore lesson support debate, discussion, and signposting in that area. Lesson taught in Year 7 build on the content of KS2 and will be developed in the following years and supported by core RE, form time PSHE as well as outstanding pastoral care. Ultimately, this curriculum aims to equip young people to live their lives safely and happily, treating others with care and respect. It aims to give them the knowledge to make their own informed lifestyle decisions (within the law), and to maintain their own self-care, through the embedding of this knowledge and the skill of deep reflection on our Catholic values, British values, and consideration of perspective.

<p>Autumn Term: Who am I going to be at St Peter's? All pupils will know: What personal development and PSHE is mental health is, how to ensure travel to school is safe and how to administer basic first aid. To recognise the difference between online and real friends and understand that social media sometimes does not reflect real life, know from whom to get help and advice about online stress, including Every Mind Matters website and identify helpful strategies to manage online stress. Students will also recognise skills employers are looking for, reflect on their own skills, how these could be useful in the workplace and develop teamwork, problem solving and communication skills.</p> <p>All pupils will be assessed by: Knowledge harvests at the beginning and end of each term, through DO NOW</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Developing an understanding of school behaviour policy and expectations as well as the Catholic Profile • Emotional intelligence • How to keep themselves safe • How to seek support • Understanding their own mental health • Resilience • Self-regulation • Discussion • Understanding 	<p>Spring Term: How am I wise in my actions towards myself and others? All pupils will know: What prejudice and discrimination are, what bystanders are and their impact on bullying and explain some ways the Equality Act protects against prejudice and discrimination. To review knowledge and understanding on puberty, understand why relationships might change during puberty and describe what FGM is and why this is illegal in the UK - knowing where and how to get help and support. Students will also know about the importance of diet and exercise as a lifestyle choice, and have an insight into the benefits of finance education such as budgeting, and how to make purchases. Finally, students will build on understanding of what democracy is, and about the basic institutions that support it locally and nationally.</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Recognising and managing peer influence • Understanding the law • Being able to identify and understand changes during puberty • Knowing the dangers of FGM and where to seek support • Importance of democracy <p>Reading Skills needed for this unit: Reading out loud</p>	<p>Summer Term: How am I intentional about my rights? All pupils will know: The importance of a healthy relationship with ourselves and with each others, the character traits of being assertive, passive and aggressive And know our rights and responsibilities, including knowing about grooming and what to do if there are concerns, to recognise the risks of not being authentic to yourself and in relationships have strategies to identify media manipulation of body image</p> <p>All pupils will be assessed: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and</p>	<p>Subject specific skills being developed:</p> <ul style="list-style-type: none"> • Recognising and managing peer and online influence • Recognising grooming and where to get help • To understand the impact of online mental health • Global citizenship skills <p>Reading Skills needed for this unit: Reading out loud</p>
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<p>retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class.</p> <p>Impact- Why do we teach this? Relevance to today: To create an awareness of the importance of PD and PSHE to their academic and social development at home and at school.</p> <p>Connection to future learning: Pupils will become aware through our Catholic Profile the importance of characteristics such as resilience, compassion, curiosity and how these are essential to their learning and life. To empower students to talk about their feelings, access support and implement healthy lifestyle choices to support good mental health, particularly online. Pupils understand that mental health online is essential to have an awareness off and how this can be supported. Pupils this term will also recognise their own personal skills and begin to link these to a career journey and aspirations that they may have.</p>	<p>the law</p> <ul style="list-style-type: none"> • Learning appropriate terminology for online behaviour and bullying <p>Reading Skills needed for this unit: Reading out loud or as a small group</p> <p>Guided reading on transport</p> <p>Key Vocabulary: Resilience First Aid Safety FOMO Friendship Phubbing Stereotypes British values</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • Computer Science – online bullying and mental health • Careers 	<p>All pupils will be assessed: Knowledge harvests at the beginning and end of each term, through DO NOW retrieval tasks at the start of every lesson, retrieval questions and pit stops, through knowledge tests and verbal assessment during the lesson through discuss and debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class</p> <p>Impact - Why do we teach this? Relevance to today: To develop respect for all people and recognise their own identities and views. To have a good understanding of personal hygiene. To recognise the importance of a good diet and regular exercise.</p> <p>Connection to future learning: To create an awareness of changes all students will experience / see friends experience in puberty, to be aware of a range of period products and avoiding behaviours that stereotype periods to support good mental health. Students also have an understanding of the dangers of FGM and why it must be reported / help sought. Finance education is given to support understanding of saving, budgeting and how to safely make purchases online and in shops. British values are also explored to help students to understand that our actions affect ourselves and others.</p>	<p>or as a small group</p> <p>CREPT analysis of 'Who are the British' – B Zephaniah</p> <p>Key Vocabulary: Assertiveness Racism Respect Sexism Homophobia Equality Act Puberty FGM Periods Democracy Parliament Government Secret ballot Finance</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • History – anti racism / prejudice discrimination - Windrush, magna carta on democracy and parliament. • Reproduction / the human body in science • PE – healthy lifestyle choices • Maths – finance education 	<p>debate, in Instant whiteboard feedback and clear evidence of progress will be visible in the booklets students complete in class</p> <p>Impact - Why do we teach this? Relevance to today: To be safe, know the importance of respect for ourselves, respect for others and how to recognise healthy relationships</p> <p>Connection to future learning: To develop a deeper understanding of healthy and unhealthy relationship traits and be able to recognise them. To know the damage media manipulation of body images on mental health.</p>	<p>or as a small group</p> <p>CREPT analysis of the preamble of the HDHR</p> <p>Key Vocabulary: Self Worth Grooming Universal Declaration of Human Rights Global Goals</p> <p>Opportunity for cross-curricular skill development</p> <ul style="list-style-type: none"> • Geography and Science- SDGs • History - UNDHR
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Ensuring this curriculum meets the needs of all pupils: this curriculum has been designed to ensure all pupils will develop the key curriculum skills and knowledge identified. All PSHE is spiral and Year 8 builds on the work of Year 7 continuing to follow the themes of; created and loved by God, created to love others and created to live in a community. Curriculum meets the DfE guidance but is also adaptive to the local and regional needs of our students and based on pupil and staff voice, Safeguarding Team advice, internal results from Votes for Schools as well as Local crime statistics, LMIs and news agendas. Character education is underpinned through our Catholic life vision here at St Peters, notably our Catholic Profile. Embedded into worship, pastoral and curriculum are character traits such as faith, belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely. The curriculum design ensures that each unit forms part of the overall learning journey and there are opportunities for revisiting skills and linking together key pieces of knowledge. For example, SEND students have individual learning profiles that outline needs/strategies to be used, every lesson is differentiated for the teacher to meet the needs of the pupils. Ongoing formative assessment and clear summative assessment points allow individual staff and departments to identify misconception and adjust curriculum appropriately.

Enrichment opportunities:

- Visits from the police
- First aid – St John's ambulance
- Puberty – link with <http://schoolpfsexed.org/> and Rabbits Relationships and Sex Education
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- Careers links

Career opportunities/ links:

cognising strengths and weaknesses

- Goal setting for life after St. Peter's – aspirations.
- First aid activities and involvement
- Personal skills explored, career pathways
- Careers in UN / SDGs – jobs of the future