**Year 7 PSHE Scheme of Work (24/25)**

**Is it Time For A Mindfulness / Self-Esteem Session?**

**Don’t Forget The Various Starter Ideas**

Learning objective/question in Green

Possible Activities and other notes in Red

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| **Relationships** | **Health and Wellbeing** | **Living in the Wider World** |
| ***Unit 1 Friendship, Bullying, Protected Characteristics Year 7***  ***(Part 1 of KS3 Friendship, Bullying, Diversity, Protected Characteristics)***  **A New Start Year 7: Edwinstree School Ethos**  What is Edwinstree’s ethos and Christian values?  Christian Values Cross  Equity versus Equality  Respect – Commitment - Empathy  Zones of Regulation  Candle  Unique – Wonderful – Flourish  (Year 7 – What impact have they had?)  ***(Optional)***  **A Letter To Your Future Self**  **A New Start Year 7: Edwinstree School Ethos**  What is Edwinstree’s ethos and Christian values?  Christian Values Cross  Equity versus Equality  Respect – Commitment - Empathy  Zones of Regulation  Candle  Unique – Wonderful – Flourish  (Year 7 – What impact have they had?)  ***(Optional)***  **A Letter To Your Future Self**  **Friendship and Empathy**  To learn how to make and maintain positive friendships and develop empathy for others.  Making friends.  Maintaining friends.  Role Play  **Bullying and Bystanders**  To learn about bullying in all its forms and how to prevent or challenge it.  Is it bullying?  The impact of bullying  If there was empathy how would we re-write the story?  **Discrimination / Protected Characteristics**  Describe how we tackle the unacceptability of prejudice-based language and behaviour?  The Equality Act 2010  What are the nine Protected Characteristics?  Which protected characteristic was broken? | ***Unit 2 Zones of Regulation***  ***(pending new online Zones curriculum:***  h***ttps://zonesofregulation.com/digital-curriculum/)***  **Recap of the Different Zones**  Zones of Regulation Board Game  ***Zones Part 1 – Emotions based on Inside Out film.***  **Which emotion fits into which Zone of Regulation?**  What do each of the zones of regulation mean?  Video clips - Sadness, Anger,  Joy, Fear, Disgust.  Memory orb or character study for emotions.  **Personality Islands**  What are some of your personality traits?  Draw your Personality Island.  Poem.  ***(Complete either Zones 2a or 2b)***  **Zones Part 2a**  What are the Zones of regulation and why are they important? How they help us as individuals and as a community?  What are the zones of regulation – how do we behave when we are in each zone?  How does our zone of regulation connect with other people’s zones?  My zones across the day  **Zones Part 2b**  What is mental health? How can I support myself to have good mental health?  What is metacognition and how can we use this skill to help us to maintain good mental health?  How can prolonged periods of stress impact on us and what can we do to reduce stress?  What are grounding techniques how might we use these to reduce stress and to remind us to use metacognition? | ***Unit 3 Money and Banking in The Digital World***  ***(Part 1 of KS3 Money)***  **Money: Buntingford, Herts and The UK**  What and where are our local banks?  How much do people earn locally?  Local banks, ATMs etc.  How much do people earn in UK, Herts, Buntingford?  Is this a lot of money?  **Money: The Basics of Banks**  To develop an understanding of what is meant by banking and what the role of a bank is.  What Is a Bank? / What Is Banking?  Interest  Overdrafts  Bank Statements  Direct Debits and Standing Orders  Key-term matching  **Money: Different Kinds of Bank Accounts**  To develop an understanding of different types of bank accounts.  Types of Bank Accounts  Accounts for Children and Teenagers  Choosing the Right Account  Opening an Account  Key-term matching  **Money: Debit Cards and Credit Cards**  To develop an understanding of the difference between debit cards and credit cards.  Debit Cards  Cashpoint Cards  Credit Cards  Compare Different Cards  Kahoot – Credit /debit cards  ***(Part 1 of Digital Literacy)***  **Digital Safety A**  Terminology.  Online rights & responsibilities.  Privacy and security eg passwords.  Hacking.  Uses of internet.  Strangers Online  Grooming  **Digital Safety B**  Intimate Images.  Advice Scenarios.  Fake news  Cyberbullying.  Reporting tools. |
| **Relationships 2** | **Health and Wellbeing 2** | **Living in the Wider World 2** |
| ***Unit 4 RSE Year 7***  ***This unit mainly uses the PSHE Association RSE kitemarked lessons.***  **Puberty and emotional changes**  What are some of the emotional changes during puberty?  Emotional change scenarios – what do I already know?  Recap of physical changes during puberty.  Family scenarios and emotional changes during puberty.  **Menstrual wellbeing**  How do we help to ensure menstrual wellbeing?  I can describe and evaluate a range of menstrual products.  I can challenge assumptions and stereotypes about menstruation.  Different menstrual products – suitability, availability, environmental, misconceptions.  Menstrual wellbeing forum posts.  **Healthy and Unhealthy Relationships**  What creates and maintains a healthy relationship?  I can describe the features of committed stable, healthy relationships.  I can explain appropriate online relationship behaviours.  Healthy relationships mind map.  Challenging relationship behaviours based on gender stereotypes.  Healthy and unhealthy relationship behaviours.  **Managing conflict**  How can we manage relationship conflicts in families?  I can recognise that disagreements in family relationships are common, but that effective. communication can improve relationships.  I can explain different communication styles and their likely impacts.  I can give examples of effective communication.  Conflict management discussion.  Communication strategies.  Conflict scenarios and storyboard,  **Introduction to consent KS3**  What does consent mean, legally and ethically, and what does it mean in practice?  I can explain how consent is sought, given, and not given in a healthy relationship.  The word consent – mindmap.  Parallel lines – practical example of safe consent.  Verbal and non-verbal cues.  Age of consent.  **Body image**  What can help to ensure a good body image?  Body image statistics.  Create an infographic on body image (male and/or female).  **FGM KS3**  How do we keep everyone safe?  What do you already know?  What is FGM?  FGM and human rights.  Myth busting.  Reporting FGM. | ***Unit 5 Keeping Healthy and Safe***  ***Keeping Healthy***  **Health and Wellbeing Overview KS3**  Describe the benefits of physical activity, healthy food exercise for physical and mental health.  Explain the difference between health and wellbeing and why they are both so important.  Healthy lifestyle and personal hygiene videos.  Exercise & sleep / Diet and nutrition / Medical care and hygiene  Any changes I want?  **Importance of Exercise**  Explain how exercise helps us maintain healthy body and mind.  Aerobic exercise / Anaerobic exercise.  Short and long term benefits.  **Personal hygiene, oral health and preventing infections**  Factors which contribute towards excellent personal hygiene and oral health.  How to prevent infection  Personal hygiene products.  Advice to others.  Preventing infection.  Mindfulness  Self-esteem  ***Keeping Safe:***  **First Aid - St John’s Pathway Step 1** Basic Life Support KS3  Primary survey  Recovery position  CPR and Defibrillators(AED)  **First Aid - St John’s Pathway Step 2**  ***(Optional)***  Bleeding KS3  Signs/Symptoms  Treating Severs Bleeding video (Trigger warning)  Nose Bleed  **Gangs and knife crime**  Impact of knife crime and gangs  What is a gang?  Legal age for knives.  What kind of crime is most common in Buntingford? | ***Unit 6 Careers - Basic***  ***(Part 1 of KS3 Careers)***  **Careers: Interests, Skills, Qualities, Values (Part 1)**  Careers: What are my interests, skills and qualities and how do I develop them?  Which are which?- Interests, qualities, skills  Personal template: Interests, skills, qualities  **Careers: Interests, Skills Qualities, Values (Part 2)**  Careers: Where do my values fit in?  Personal template  **Careers: My future**  Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable.  What comes to mind when you think about a career?  Can your career save the environment?  Can your career save a life?  Can your career keep us safe?  Can your career be creative?  Do you have the skills? |