

## Year 7 PSHEE Curriculum Overview

<b>MICHAELMAS 1</b>	
	<p><b>Pupils will know/learn:</b></p> <ul style="list-style-type: none"> <li>● how to show respect to others in the classroom by contributing to the writing of a set of classroom expectations.</li> <li>● how freedom of speech and democracy should work in the classroom.</li> <li>● the potential impact of your words on others.</li> <li>● what makes a person have an identity.</li> <li>● why people can be different but belong to the same community.</li> <li>● how we can make our community at QEGS one that reflects British Values.</li> <li>● define British values and apply the basic principles to deciding if historic events were just.</li> <li>● to promote British Values using key words, symbols and definitions.</li> <li>● to use the principles of British values to make decisions on how to keep a community safe.</li> </ul>
<b>MICHAELMAS 2</b>	
	<p><b>Pupils will know/learn:</b></p> <ul style="list-style-type: none"> <li>● all the ways you need to keep yourself healthy through cleaning routines.</li> <li>● why personal hygiene keeps you safe and healthy.</li> <li>● the social responsibility good personal hygiene holds.</li> <li>● the changes that will take place in boys and girls.</li> <li>● how going through puberty may make you feel and identify some of the worries adolescents may face.</li> <li>● where to seek advice and how to cope with any worries you may have.</li> <li>● analyse how much time you dedicate to activities and suggest how you can improve your life balance</li> <li>● the benefits of maintaining a balance of activities in terms of physical and mental wellbeing</li> </ul>

LENT 1	
	<p><b>Pupils will know/learn:</b></p> <ul style="list-style-type: none"> <li>● the definition of the word drug and name the different categories of drugs and give an example of each one.</li> <li>● the effects of each of the categories of drugs.</li> <li>● why substance abuse is a health risk and discuss some of the social implications.</li> <li>● issues related to alcohol use in the community.</li> <li>● the effects alcohol has on the body.</li> <li>● how alcohol is linked to crime and anti-social behaviour in the community.</li> </ul>
LENT 2	
	<p><b>Pupils will know/learn:</b></p> <ul style="list-style-type: none"> <li>● How perceptions of people may be influenced by our experience of life.</li> <li>● To challenge stereotypes and suggest why we should be careful how we perceive others.</li> <li>● The effects of stereotyping in our community and on the individual.</li> <li>● important relationships and how they may change how communication is important between parents and children particularly in the teenage years.</li> <li>● how to maintain a positive relationship.</li> <li>● the dangers associated with a lack of communication with your responsible adult.</li> <li>● how the actions of people impact on others.</li> </ul>

**TRINITY 1**

**Pupils will know/learn:**

- About how the emotional changes are affected by puberty, how this may affect relationships and how to manage this.
- The main physical and emotional changes experienced in puberty.
- How relationships can be affected during puberty
- How to use strategies for managing emotional aspects of puberty.
- About menstrual wellbeing.
- Describe and evaluate a range of menstrual products.
- How to give advice about managing menstrual wellbeing.
- How to challenge assumptions about menstruation.
- About the qualities of healthy and unhealthy relationships.
- How to describe the features of committed, stable healthy relationships.
- How to identify healthy and unhealthy relationship behaviours.
- How to explain online relationships.

**TRINITY 2**

**Pupils will know/learn:**

- About skills to manage relationship conflict in families.
- How to recognise that disagreements in family relationships are common, but that effective communication can improve relationships.
- How to explain different communication styles and their likely impacts.
- How to give examples of effective communication.
- About what consent means, both legally and ethically and what it looks like in practice.
- Can explain what consent means and why it is so important.
- Describe how to recognise when a person is consenting and when they are not.
- Can explain how consent is sought, given and not given in a healthy relationship.
- Can describe or demonstrate or demonstrate what to say and do to seek the consent of another person.