



## Curriculum Map: Year 7 PSHCE *\*Sequence of delivery subject to change*

Text in purple denotes content delivered by specialist staff and/or external agencies

	Half Term 1*	Half Term 2*	Half Term 3*	Half Term 4*	Half Term 5*	Half Term 6*
<b>Topic</b>	Health and Wellbeing- Transition and Safety	Living in the wider world - Developing Skills & Aspirations	Relationships - Diversity and Prejudice	Health and Wellbeing-Healthy Routines	Living in the wider world- Financial Decision Making	Relationships- Self-worth and Romance
<b>Intent</b>	Develop students' empathy and compassion, both independently and collectively as a community, acting with courteous and with kindness at all times. Teach students to understand British values of respect, tolerance, law and democracy which underpin our school value of kindness.	Developing self-efficacy creating ambitious and resilient students who are able to learn from their mistakes and move forward with ambition.	Developing students to celebrate difference as a positive ensuring that all feel like they belong at BBEC.	Increase awareness of the impact of positive and negative influences and develop digital and personal resilience enabling students to make informed choices.	Providing opportunities for students to develop numerically ensuring future financial literacy.	Cultivate the exploration of personal values. Increase awareness of the impact of positive and negative influences on taking risks. Developing digital and personal resilience enabling students to make informed and safe choices.
<b>Key Knowledge</b>	How can change affect school and home life? Where can I access help and support inside of school and from external agencies? What is consent? What is democracy?	How can I effectively lead a group? How can I use problem solving skills in different contexts? Where can I access careers help and support?	What are stereotypes? What are the differences between rights and responsibilities? What are the protected characteristics? Where can I access external help and support? How do I administer basic first aid?	Who and what influence my decision making? Where can I access health help and support?	What is a budget? What is effective budgeting? Where can I access financial help and support?	What is self worth? Where can I access help and support? What is consent? What is sexual harassment? What is a healthy relationship? What is an abusive relationship? What is personal identity? What influences my values? What are personal boundaries and how do I enforce them? What is assertiveness? What is passive aggressive behaviour? What is child exploitation? What is FGM? What changes will my body go through during puberty? What are the common myths of puberty?

<b>Key Skills</b>	Recognising and addressing change inside and outside of school.	Teamwork. Problem solving. Map skills. Time management.	Identifying rights and responsibilities. Basic first aid skills- tackling bleeding and shock.	Identifying positive and negative influences and how to build resilience to influence.	Setting and managing budgets.	Identifying boundaries in friendships and other relationships.
<b>Key Vocabulary</b>	Transition Values Courtesy Kindness Resilience Ambition Voting Parliament Democracy Dictatorship Freedom of speech Freedom of voting	Intrinsic Extrinsic Leadership Management Mindfulness Time management Personal qualities Humanity Evolution Linguist Dialect Route	Trolling Discrimination Protected characteristics Rights Responsibilities Equality Prejudice Stereotype Shock Bleeding Administer	Decision making Influence Consequence Self-efficacy Self-worth	Budget Finance Outgoings Tax	Boundaries Expectations Value Self-worth Self-efficacy Abuse Identity Exploitation Assertive Puberty Female Genital Mutilation
<b>Key Reading</b>	Weekly in the news article. Local, national and international news stories.					
<b>End Point</b>	Students will have developed an understanding of the school core values and how to manage change.	Students will have reinforced their understanding of time and time management and identified the qualities of good leadership.	Students can identify the protected characteristics and can identify different types of discrimination including how to tackle discrimination.	Students will understand how to evaluate positive and negative influences, making informed choices.	Students will understand how to budget effectively.	Students can identify and maintain boundaries within a range of relationships.
<b>Form of Assessment</b>	Half termly multiple choice quizzes; questioning; mini whiteboard responses; student voice.					



AMBITION

RESILIENCE

COURTESY

KINDNESS