

# CoDA Year 7 Curriculum

PSHE/RSE



*Improving the life chances of all students*

## Why Study PSHE-RSE?

Studying **KS3** PSHE (Personal, Social, Health and Economic Education) at the City of Derby Academy in Year 7, 8, and 9 is essential for several reasons:

**Holistic Development:** PSHE covers a wide range of topics essential for personal development, including mental health awareness, healthy relationships, financial literacy, and digital citizenship. By engaging with these topics, students develop into well-rounded individuals equipped with the knowledge and skills necessary to navigate various aspects of life.

**Preparation for Challenges:** Adolescence is a period of significant change and challenges. PSHE provides students with tools to cope with these challenges, such as stress management techniques, assertive communication skills, and strategies for making informed decisions.

**Building Resilience:** Through PSHE, students learn resilience-building strategies, enabling them to bounce back from setbacks, manage adversity, and maintain positive mental well-being. This resilience is invaluable in both academic and personal contexts.

**Promoting Healthy Relationships:** PSHE-RSE (Relationships and Sex Education) equips students with the knowledge and understanding to develop and maintain healthy relationships. They learn about consent, boundaries, and respect, empowering them to navigate friendships, romantic relationships, and online interactions safely and respectfully.

**Empowering Decision-Making:** By exploring topics such as financial decision-making, risk assessment, and critical thinking, PSHE empowers students to make informed choices that align with their values and goals. This ability to make sound decisions is crucial for success in various aspects of life.

**Preparation for the Future:** PSHE provides students with essential life skills that are applicable beyond the classroom. Whether it's managing finances, communicating effectively, or maintaining physical and mental well-being, the knowledge and skills gained in PSHE are relevant throughout life.

Overall, studying PSHE at the City of Derby Academy in Year 7, 8, and 9 is not only beneficial but also essential for students' personal growth, well-being, and future success. It equips them with the tools they need to thrive academically, socially, and emotionally, both now and in the years to come.

## **Year 7 PSHE-RSE Curriculum.**

### **Intent:**

At the City of Derby Academy, our PSHE curriculum for Year 7 is carefully designed to equip students with the knowledge, skills, and attributes necessary to navigate the transition to secondary school and lay the groundwork for their personal and academic development. With a focus on fostering resilience, building positive relationships, and promoting well-being, our curriculum aims to empower students to make informed decisions and thrive in a diverse and rapidly changing world.

### **Implementation:**

The PSHE curriculum for Year 7 consists of one hour per week, totaling six weeks per term, allowing students to engage deeply with a range of relevant topics. These topics include:

- Transition and safety: Helping students navigate the challenges of transitioning to secondary school and promoting personal safety in and outside of the school environment, including first aid awareness.
- Living in the wider world: Developing students' skills and aspirations through exploring careers, teamwork, enterprise skills, and raising aspirations.
- Relationships: Exploring diversity, prejudice, and bullying, and fostering positive relationships among peers.
- Health and well-being: Addressing topics such as health, puberty, healthy routines, influences on health, and strategies for maintaining mental and physical well-being.
- Financial decision-making: Equipping students with the knowledge and skills to make informed financial decisions, including saving, borrowing, budgeting, and understanding ethical consumerism.

Lessons are delivered by form tutors in tutor group classrooms, utilising bespoke booklets tailored to the school's needs. Our spiral curriculum approach ensures that key concepts are revisited and built upon throughout the academic year, providing students with opportunities for deeper learning and consolidation of skills.

Operational responsibility for the PSHE curriculum lies with Maggie McQuilton, who oversees day-to-day implementation and resource management. Strategic oversight is provided by Russ McKee, ensuring alignment with the school's broader educational objectives and facilitating continuous improvement through regular review and evaluation.

### **Impact:**

The impact of our Year 7 PSHE curriculum is evident through the holistic development and well-being of our students. Through regular assessment and monitoring, we observe students developing essential life skills, such as emotional intelligence, critical thinking, and decision-making. By addressing key topics relevant to their stage of development, students gain practical knowledge and confidence to navigate various aspects of their lives effectively.

Furthermore, through ongoing evaluation of student feedback, parental engagement, and academic performance data, we continuously strive to enhance the effectiveness of our curriculum in achieving its intended outcomes. Our commitment to providing a comprehensive PSHE curriculum ensures that every Year 7 student has the opportunity to thrive academically, socially, and emotionally, setting a solid foundation for their future success.

# City of Derby PSHE-RSE Education Thematic Overview.

	<b>Autumn 1</b> (6 Week Block) <b>Health &amp; wellbeing</b>	<b>Autumn 2</b> (6 Week Block) <b>Living in the wider world</b>	<b>Spring 1</b> (6 Week Block) <b>Relationships</b>	<b>Spring 2</b> (6 Week Block) <b>Health &amp; wellbeing</b>	<b>Summer 1</b> (6 Week Block) <b>Relationships</b>	<b>Summer 2</b> (6 Week Block) <b>Living in the wider world</b>
<b>Year 7</b>	<u>Transition and safety.</u>  Transition to secondary school and personal safety in and outside school, including first aid.	<u>Developing skills and aspirations.</u>  Careers, teamwork and enterprise skills, and raising aspirations.	<u>Diversity.</u>  Diversity, prejudice, and bullying.	<u>Health and puberty.</u>  Healthy routines, influences on health, puberty, unwanted contact, and FGM.	<u>Building relationships.</u>  Self-worth, romance and friendships (including online) and relationship boundaries.	<u>Financial decision making.</u>  Saving, borrowing, budgeting and making financial choices.
<b>Year 8</b>	<u>Drugs and alcohol.</u>  Alcohol and drug misuse and pressures relating to drug use.	<u>Community and careers.</u>  Equality of opportunity in careers and life choices, and different types and patterns of work.	<u>Discrimination.</u>  Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.	<u>Emotional wellbeing.</u>  Mental health and emotional wellbeing, including body image and coping strategies.	<u>Identity and relationships.</u>  Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.	<u>Digital literacy.</u>  Online safety, digital literacy, media reliability, and gambling hooks.
<b>Year 9</b>	<u>Peer influence, substance use and gangs.</u>  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation.	<u>Setting goals</u>  Learning strengths, career options and goal setting as part of the GCSE options process.	<u>Respectful relationships.</u>  Families and parenting, healthy relationships, conflict resolution, and relationship changes.	<u>Healthy lifestyle.</u>  Diet, exercise, lifestyle balance and healthy choices, and first aid.	<u>Intimate relationships.</u>  Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography.	<u>Employability skills.</u>  Employability and online presence.
<b>Year 10</b>	<u>Mental health.</u>  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.	<u>Financial decision making.</u>  The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.	<u>Healthy relationships.</u>  Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography.	<u>Exploring influence.</u>  The influence and impact of drugs, gangs, role models and the media.	<u>Addressing extremism and radicalisation.</u>  Communities, belonging and challenging extremism.	<u>Work experience.</u>  Preparation for and evaluation of work experience and readiness for work.
<b>Year 11</b>	<u>Building for the future.</u>  Self-efficacy, stress management, and future opportunities.	<u>Next steps.</u>  Application processes, and skills for further education, employment and career progression	<u>Communication in relationships.</u>  Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	<u>Independence.</u>  Responsible health choices, and safety in independent contexts	<u>Families.</u>  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	

# City of Derby PSHE-RSE Education Careers Overview

	<b>Autumn 1</b> (6 Week Block) <b>Health &amp; wellbeing</b>	<b>Autumn 2</b> (6 Week Block) <b>Living in the wider world</b>	<b>Spring 1</b> (6 Week Block) <b>Relationships</b>	<b>Spring 2</b> (6 Week Block) <b>Health &amp; wellbeing</b>	<b>Summer 1</b> (6 Week Block) <b>Relationships</b>	<b>Summer 2</b> (6 Week Block) <b>Living in the wider world</b>
<b>Year 7</b>	<u>Transition and safety.</u>  Lifeguard	<u>Developing skills and aspirations.</u>  Business Advisor	<u>Diversity.</u>  Family Support Worker	<u>Health and puberty.</u>  School Nurse	<u>Building relationships.</u>  Occupational Therapist	<u>Financial decision making.</u>  Financial Adviser
<b>Year 8</b>	<u>Drugs and alcohol.</u>  Substance Misuse Outreach Worker	<u>Community and careers.</u>  Equalities Officer	<u>Discrimination.</u>  Human Resources Officer	<u>Emotional wellbeing.</u>  Mental Health Nurse	<u>Identity and relationships.</u>  Victim Care Officer	<u>Digital literacy.</u>  Web Developer
<b>Year 9</b>	<u>Peer influence, substance use and gangs.</u>  Police Community Support Officer	<u>Setting goals</u>  Life Coach	<u>Respectful relationships.</u>  Family Mediator	<u>Healthy lifestyle.</u>  Personal Trainer	<u>Intimate relationships.</u>  Health Promotion Specialist	<u>Employability skills.</u>  Careers Advisor
<b>Year 10</b>	<u>Mental health.</u>  Corporate Responsibility and Sustainability Practitioner	<u>Financial decision making.</u>  Enforcement Agent	<u>Healthy relationships.</u>  Forensic Computer Analyst	<u>Exploring influence.</u>  Counsellor	<u>Addressing extremism and radicalisation.</u>  Royal Marines Commando	<u>Work experience.</u>  Charity Director
<b>Year 11</b>	<u>Building for the future.</u>  Online Tutor	<u>Next steps.</u>  Higher Education Lecturer	<u>Communication in relationships.</u>  Health Visitor	<u>Independence.</u>  General Practitioner	<u>Families.</u>  Religious Leader	

## PSHE-RSE Year 7 Curriculum

Topic	<b>Autumn 1</b> (6 Week Block) <b>Health &amp; wellbeing</b> <u>Transition and safety.</u> Transition to secondary school and personal safety in and outside school, including first aid.	<b>Autumn 2</b> (6 Week Block) <b>Living in the wider world</b> <u>Developing skills and aspirations.</u> Careers, teamwork and enterprise skills, and raising aspirations.	<b>Spring 1</b> (6 Week Block) <b>Relationships</b> <u>Diversity.</u> Diversity, prejudice, and bullying.	<b>Spring 2</b> (6 Week Block) <b>Health &amp; wellbeing</b> <u>Health and puberty.</u> Healthy routines, influences on health, puberty, unwanted contact, and FGM.	<b>Summer 1</b> (6 Week Block) <b>Relationships</b> <u>Building relationships.</u> Self-worth, romance and friendships (including online) and relationship boundaries.	<b>Summer 2</b> (6 Week Block) <b>Living in the wider world</b> <u>Financial decision making.</u> Saving, borrowing, budgeting and making financial choices.
Program of Study	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing. H2. to understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment) H30. how to identify risk and manage personal safety in increasingly independent situations, including online H33. how to get help in an emergency and perform basic first aid, including cardio-	R15. to further develop and rehearse the skills of team working R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships L1. study, organisational, research and presentation skills L4. the skills and attributes that employers value L5. the skills and qualities required to engage in enterprise L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life	R3. about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation R38. to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied R39. the impact of stereotyping, prejudice and discrimination on individuals and relationships R40. about the unacceptability of prejudice-based language and behaviour,	H5. to recognise and manage internal and external influences on decisions which affect health and wellbeing H13. the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities H14. the benefits of physical activity and exercise for physical and mental health and wellbeing H15. the importance of sleep and strategies to maintain good quality sleep H16. to recognise and manage what influences	H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing R2. indicators of positive, healthy relationships and unhealthy relationships, including online R9. to clarify and develop personal values in friendships, love and sexual relationships R11. to evaluate expectations about gender roles, behavior and intimacy within romantic relationships R13. how to safely and responsibly form,	H32. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling L15. to further develop and rehearse the skills of team working L16. about values and attitudes relating to finance, including debt L17. to manage emotions in relation to money L18. to evaluate social and moral dilemmas about the use of money, including the influence

	<p>pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>R13. how to safely and responsibly form, maintain and manage positive relationships, including online</p> <p>L1. study, organisational, research and presentation skills</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p>	<p>L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</p> <p>L12. about different work roles and career pathways, including clarifying their own early aspirations</p>	<p>offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>R41. the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p>	<p>their choices about physical activity</p> <p>H17. the role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</p> <p>H18. what might influence decisions about eating a balanced diet and strategies to manage eating choices</p> <p>H20. strategies for maintaining personal hygiene, including oral health, and prevention of infection</p> <p>H22. the risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</p> <p>H34. strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing</p>	<p>maintain and manage positive relationships, including online</p> <p>R14. the qualities and behaviors they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)</p> <p>R16. to further develop the skills of active listening, clear communication, negotiation and compromise</p> <p>R24. that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances</p>	<p>of advertising and peers on financial decisions</p>
<p>End Points (Knowledge and Skills)</p>	<p><b>Program of Study:</b></p> <div></div> <p><b>In this topic students will learn:</b></p>	<p><b>Program of Study:</b></p> <p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>how to be enterprising, including skills of</li> </ul>	<p><b>Program of Study:</b></p> <p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>about identity, rights and responsibilities</li> </ul>	<p><b>Program of Study:</b></p> <p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>how to make healthy lifestyle choices including</li> </ul>	<p><b>Program of Study:</b></p> <p><b>In this topic students will learn:</b></p>	<p><b>Program of Study:</b></p> <p><b>In this topic students will learn:</b></p> <ul style="list-style-type: none"> <li>how to make safe financial choices</li> </ul>

	<ul style="list-style-type: none"> <li>• how to identify, express and manage their emotions in a constructive way</li> <li>• how to manage the challenges of moving to a new school</li> <li>• how to establish and manage friendships</li> <li>• how to improve study skills</li> <li>• how to identify personal strengths and areas for development</li> <li>• personal safety strategies and travel safety, e.g. road, rail and water</li> <li>• how to respond in an emergency situation</li> <li>• basic first aid.</li> </ul>	<ul style="list-style-type: none"> <li>• problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>• about a broad range of careers and the abilities and qualities required for different careers</li> <li>• about equality of opportunity</li> <li>• how to challenge stereotypes, broaden their horizons and how to identify future career aspirations</li> <li>• about the link between values and career choices.</li> </ul>	<ul style="list-style-type: none"> <li>• about living in a diverse society</li> <li>• how to challenge prejudice, stereotypes and discrimination</li> <li>• the signs and effects of all types of bullying, including online</li> <li>• how to respond to bullying of any kind, including online</li> <li>• how to support others.</li> </ul>	<ul style="list-style-type: none"> <li>• diet, dental health, physical activity and sleep</li> <li>• how to manage influences relating to caffeine, smoking and alcohol</li> <li>• how to manage physical and emotional changes during puberty</li> <li>• about personal hygiene</li> <li>• how to recognise and respond to inappropriate and unwanted contact</li> <li>• about FGM and how to access help and support.</li> </ul>	<ul style="list-style-type: none"> <li>• how to develop self-worth and self-efficacy</li> <li>• about qualities and behaviours relating to different types of positive relationships</li> <li>• how to recognise unhealthy relationships</li> <li>• how to recognise and challenge media stereotypes</li> <li>• how to evaluate expectations for romantic relationships</li> <li>• about consent, and how to seek and assertively communicate consent.</li> </ul>	<ul style="list-style-type: none"> <li>• about ethical and unethical business practices and consumerism</li> <li>• about saving, spending and budgeting</li> <li>• how to manage risk-taking behaviour.</li> </ul>
What is assessed?	<p><b>Assessment Criteria:</b> <b>Learner can:</b></p> <ol style="list-style-type: none"> <li>1. Identify, express, and manage emotions constructively, and recognize personal strengths and</li> </ol>	<p><b>Assessment Criteria:</b> <b>Learner can.</b></p> <ol style="list-style-type: none"> <li>1. Develop enterprising skills, including problem-solving, communication, teamwork, leadership, risk-</li> </ol>	<p><b>Assessment Criteria:</b> <b>Learner can.</b></p> <ol style="list-style-type: none"> <li>1. Describe and explain their identity, rights, responsibilities, and justify the importance of</li> </ol>	<p><b>Assessment Criteria:</b> <b>Learner can.</b></p> <ol style="list-style-type: none"> <li>1. Identify healthy lifestyle choices, explain a balanced diet, dental health, physical activity, sleep, and personal hygiene.</li> </ol>	<p><b>Assessment Criteria:</b> <b>Learner can.</b></p> <ol style="list-style-type: none"> <li>1. Explain how to develop self-worth, self-efficacy and recognise and how to appropriately</li> </ol>	<p><b>Assessment Criteria:</b> <b>Learner can.</b></p> <ol style="list-style-type: none"> <li>1. Describe and explain how to make safe financial choices, including saving, spending, and budgeting.</li> </ol>



	<p>areas for development.</p> <ol style="list-style-type: none"> <li>2. Manage the challenges of moving to a new school, establish and manage friendships, and improve study skills.</li> <li>3. Implement personal and travel safety strategies, explain how to respond effectively in emergency situations, and apply basic first aid skills.</li> <li>4. Explain the key features of a career linked to 'health and wellbeing – transition and safety'.</li> <li>5. Describe the academic and vocational routes into one career linked to 'health and wellbeing –</li> </ol>	<p>management, and creativity, to enhance personal and professional qualities.</p> <ol style="list-style-type: none"> <li>2. Identify a broad range of careers, explain the abilities and qualities required for different careers, and state future career aspirations by linking values with career choices.</li> <li>3. Explain and promote equality of opportunity, appropriately challenge stereotypes, and broaden horizons to create inclusive and diverse career aspirations.</li> <li>4. Explain the key features of a career linked to 'living in the wider world – developing skills and aspirations'.</li> </ol>	<p>living in a diverse society.</p> <ol style="list-style-type: none"> <li>2. Explain how to appropriately challenge prejudice, stereotypes, and discrimination, and recognise the signs and effects of all types of bullying.</li> <li>3. Identify how to respond appropriately to bullying of any kind, including online, and explain how to provide support to others in need.</li> <li>4. Explain the key features of a career linked to 'relationships – diversity'.</li> <li>5. Describe the academic and vocational routes into one career linked to 'relationships – diversity'.</li> </ol>	<ol style="list-style-type: none"> <li>2. Explain how to manage influences related to caffeine, smoking, and alcohol, and describe how to navigate the physical and emotional changes during puberty.</li> <li>3. Explain how to recognise and respond appropriately to inappropriate and unwanted contact to ensure personal safety.</li> <li>4. Explain the key features of a career linked to 'health and wellbeing – health and puberty'.</li> <li>5. Describe the academic and vocational routes into one career linked to 'health and wellbeing – health and puberty'.</li> </ol>	<p>challenge media stereotypes.</p> <ol style="list-style-type: none"> <li>2. Identify qualities and behaviors of positive relationships, Explain how to recognise unhealthy relationships, and strategies to evaluate expectations for romantic relationships.</li> <li>3. Describe and explain what consent is, including how to seek it and communicate it assertively.</li> <li>4. Explain the key features of a career linked to 'relationships – building relationships'.</li> <li>5. Describe the academic and vocational routes into one career linked to 'relationships –</li> </ol>	<ol style="list-style-type: none"> <li>2. Identify and explain ethical and unethical business practices and consumerism.</li> <li>3. Identify financial risk-taking behavior and justify the need for sound financial planning.</li> <li>4. Explain the key features of a career linked to 'living in the wider world - financial decision-making'.</li> <li>5. Describe the academic and vocational routes into one career linked to 'living in the wider world - financial decision-making'.</li> </ol>
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	transition and safety’.	5. Describe the academic and vocational routes into one career linked to ‘living in the wider world – developing skills and aspirations’.			building relationships’.	
Key Vocabulary	emotion character friendship resilience change transition attributes personal safety	enterprise effective communication stereotypes aspiration risk-management problem solve leadership career value choice	equality stereotypes prejudice discrimination rights and responsibilities aspiration expectations bullying CEOP diversity support structures community	influence hygiene puberty routine health exercise physical activity legal substances consent	self-efficacy effective communication stereotypes expectation consent permission assertiveness social norms	financial choice mortgage loans credit cards ethical unethical consumer budget interest balance borrowing
Literacy Skills Developed (Writing/Oracy/Tier 2)	In this unit, literacy skills are developed through:  <b>Writing:</b> Students write about challenges and opportunities related to transitioning to a new school, expressing emotions, describing personal strengths, study skills, and safety strategies both in and outside of school. They also	In this unit, literacy skills are developed through:  <b>Writing:</b> Students write about enterprise, problem-solving, communication, teamwork, leadership, and risk-management skills. They also compose reflections on different career sectors, abilities, and qualities required for	In this unit, literacy skills are developed through:  <b>Writing:</b> Students write about identity, rights, responsibilities, diversity, prejudice, bullying, and community. They compose reflections on their own identity, the rights and responsibilities of individuals, and the diverse communities	In this unit, literacy skills are developed through:  <b>Writing:</b> Students write about healthy lifestyle choices, influences on health, puberty changes, and recognising/responding to unwanted contact. They articulate knowledge of managing influences like caffeine, smoking, alcohol, and	In this unit, literacy skills are developed through:  <b>Writing:</b> Students articulate knowledge about self-worth, positive relationship qualities, recognising unhealthy relationships, challenging media stereotypes, evaluating romantic expectations, and understanding	In this unit, literacy skills are developed through:  <b>Writing:</b> Students articulate knowledge about financial risk, safe financial choices, ethical business practices, consumerism, budgeting, and managing risk-taking behavior. They express their understanding

	<p>write about career-related information.</p> <p><b>Oracy:</b> Students participate in discussions, role-plays, and presentations, practicing communication skills as they express their thoughts, emotions, and understanding of various topics, including personal safety and career pathways.</p> <p><b>Tier 2 Language Skills:</b> Students learn and use vocabulary related to emotions (helpful and unhelpful), character development, personal safety, study skills, and career pathways in the Health and Wellbeing field. They engage with key terms such as resilience, transition, attributes, and personal safety strategies.</p>	<p>specific careers, as well as the importance of equality in career opportunities.</p> <p><b>Oracy:</b> Students engage in discussions, presentations, and debates about career sectors, stereotypes, values, and aspirations. They practice effective communication, challenge stereotypes, and express their own values and aspirations orally.</p> <p><b>Tier 2 Language Skills:</b> Students learn and employ vocabulary related to enterprise, effective communication, stereotypes, aspiration, risk-management, problem-solving, leadership, career sectors, values, and choices. They engage with key terms such as equality, creativity, and career pathways in the wider world.</p>	<p>they belong to. They also write about challenging prejudice, stereotypes, discrimination, and responding to bullying appropriately.</p> <p><b>Oracy:</b> Students engage in discussions, presentations, and role-plays to demonstrate understanding of identity, diversity, prejudice, and bullying. They practice effective communication skills as they discuss rights, responsibilities, support structures, and community involvement.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary related to equality, stereotypes, prejudice, discrimination, rights, responsibilities, diversity, bullying (including online), support structures, and community engagement. They engage with key terms such as</p>	<p>understanding personal hygiene.</p> <p><b>Oracy:</b> Students engage in discussions, presentations, and role-plays, speaking about managing influences, puberty changes, and recognising/responding to unwanted contact. They practice communication skills related to health choices and personal hygiene.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary such as influence, hygiene, puberty, routine, and consent. They engage with key terms in discussions and writing tasks, enhancing their understanding of health and puberty concepts.</p>	<p>consent. They express their understanding through written reflections and analyses.</p> <p><b>Oracy:</b> Students engage in discussions, debates, and presentations, practicing effective communication about self-worth, relationship qualities, consent, and challenging stereotypes. They learn to assertively communicate consent and discuss career pathways related to relationships.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary such as self-efficacy, stereotypes, consent, assertiveness, and social norms. They engage with these terms in discussions and writing tasks, enhancing their understanding of relationship dynamics and communication strategies.</p>	<p>through written explanations and analyses of financial concepts and decision-making processes.</p> <p><b>Oracy:</b> Students engage in discussions, debates, and presentations, practicing effective communication about financial risk, ethical consumerism, budgeting, and risk management. They learn to express their ideas orally and discuss career pathways related to financial advisory roles.</p> <p><b>Tier 2 Language Skills:</b> Students learn and utilise vocabulary such as mortgage, loans, credit cards, ethical, unethical, budget, interest, and borrowing. They engage with these terms in discussions and writing tasks, enhancing their understanding of financial concepts and decision-making strategies.</p>
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			identity, expectations, and career pathways related to relationships and community support.			
Career Links (Employability Skills, Career Opportunities)	<p>In Year 7, students embark on a journey of exploration and preparation for future career paths. Through thematic units like "Health and Wellbeing Career Focus" and "Living in the Wider World - Careers, Teamwork, and Enterprise Skills," they delve into understanding various professions and the essential skills required for success. From envisioning themselves as swimming pool lifeguards to aspiring business advisors, students not only learn about specific career paths but also explore academic and vocational routes available to them. Moreover, they develop crucial employability skills such as problem-solving, communication, teamwork, and leadership, essential for thriving in diverse workplace settings. By nurturing their career aspirations and equipping them with valuable skills, Year 7 sets the foundation for students to navigate their future career journeys with confidence and purpose.</p> <p>In Year 7, students explore diverse career paths while developing essential employability skills. Each half-term is dedicated to understanding specific careers and the skills needed for success:</p> <p><b>Autumn 1</b> (Health and Wellbeing Career Focus): Students learn about careers such as a swimming pool lifeguarding, emphasising skills such as responsibility, communication, and first aid proficiency.</p> <p><b>Autumn 2</b> (Living in the Wider World - Careers, Teamwork, and Enterprise Skills): The focus shifts to careers such as business advising, highlighting entrepreneurial skills like problem-solving, communication, and leadership.</p> <p><b>Spring 1</b> (Relationships, Diversity, Prejudice, Bullying, and Community): Career exploration includes roles such as a family support worker, emphasising empathy, communication, and community engagement.</p> <p><b>Spring 2</b> (Health and Puberty - Healthy Routines, Influences on Health, Puberty, Unwanted Contact): The spotlight is on the career of a school nursing, emphasising caregiving, health education, and interpersonal skills.</p> <p><b>Summer 1</b> (Building Relationships): Career discussions will include roles like occupational therapist, focusing on empathy, communication, and problem-solving within interpersonal contexts.</p> <p><b>Summer 2</b> (Living in the Wider World - Financial Decision-Making): Students explore careers in financial advising, highlighting financial literacy, analytical skills, and ethical decision-making.</p>					
SMSC Links	<p>Year 7 curriculum prioritises holistic development, incorporating spiritual, moral, social, and cultural dimensions into various learning experiences. Themes like "Relationships, Diversity, Prejudice, Bullying, and Community" foster a sense of empathy, respect, and responsibility towards oneself and others. Through discussions on identity, rights, and responsibilities, students cultivate an understanding of diversity and learn to challenge prejudice and discrimination. Moreover, units focusing on health, puberty, and self-worth promote personal well-being and positive relationships, both online and offline. By engaging in role-plays, discussions, and community-focused activities, students not only develop their own character but also learn to support others and contribute positively to their communities.</p> <p>Identified below are the areas of particular focus:</p> <p><b>Spiritual:</b> Themes of identity, personal strengths, and transitions foster spiritual development.</p> <p>Autumn 1: Exploring personal strengths and managing transitions.</p>					

	<p>Spring 1: Understanding identity, diversity, and community belonging.</p> <p><b>Moral:</b> Discussions on values, responsibilities, and ethical decision-making promote moral development.</p> <p>Autumn 2: Learning about ethical business practices and challenging stereotypes.</p> <p>Spring 2: Understanding rights, responsibilities, and appropriate responses to bullying.</p> <p><b>Social:</b> Activities promoting empathy, teamwork, and community engagement enhance social development.</p> <p>Spring 1: Role-plays demonstrating support for others and community involvement.</p> <p>Summer 1: Learning about positive relationships and recognising unhealthy dynamics.</p> <p><b>Cultural:</b> Exploring diversity, cultural awareness, and inclusive practices fosters cultural development.</p> <p>Autumn 2: Challenging stereotypes and embracing diversity in career choices.</p> <p>Summer 2: Understanding consumerism, cultural influences on financial decisions, and ethical consumer practices.</p> <p>By integrating career exploration with SMSC development, Year 7 curriculum provides a comprehensive educational experience that prepares students for both personal growth and future career pathways.</p> <p>Year 7 serves as a critical period for students to explore their values, beliefs, and social responsibilities, laying a strong foundation for their journey towards becoming compassionate and engaged members of society.</p>
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