

YEAR 7- Unit 1: Health and Wellbeing



Transition and safety

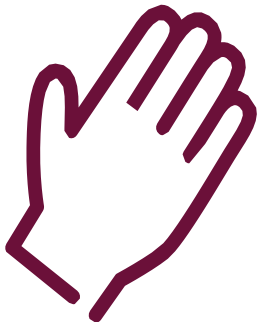
- Strategies to support transition from primary school to secondary school
- identify, express and manage their emotions in a constructive way
- manage the challenges of moving to a new school
- establish and manage friendships
- Know how to improve study skills
- personal strengths and areas for development
- personal safety strategies and travel safety, e.g. road, rail and water
- how to respond in an emergency situation basic first aid

Health and puberty

- how to make healthy lifestyle choices including diet, dental health, physical activity and sleep
- how to manage influences relating to caffeine, smoking and alcohol
- how to manage physical and emotional changes during puberty
- about personal hygiene
- how to recognise and respond to inappropriate and unwanted contact
- about FGM and how to access help and support



Self-awareness, resilience, communication, independence



- I can recognise the transition between primary and secondary and explain how to cope with some of these changes
- I can demonstrate some resilience in lessons and demonstrate social skills
- I can explain some attributes of a what a good friend looks like
- I can use my initiative to start planning opportunities within my school community
- I can begin to outline how to conduct a primary survey on an injured or ill person
- I can explain why the recommended amount of sleep is important
- I can highlight some risks related to substance misuse and explain some strategies to deal with peer pressure
- I can identify the changes to the body during puberty and start to analyse the best coping strategies



YEAR 7- Unit 2: Relationships



Diversity

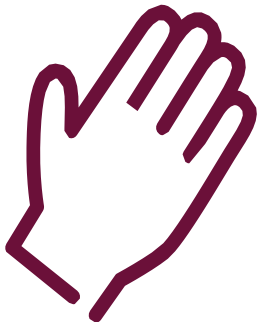
- about identity, rights and responsibilities
- about living in a diverse society
- how to challenge prejudice, stereotypes and discrimination
- the signs and effects of all types of bullying, including online
- how to respond to bullying of any kind, including online
- how to support others

Building relationships

- how to develop self-worth and self-efficacy
- about qualities and behaviours relating to different types of positive relationships
- how to recognise unhealthy relationships
- how to recognise and challenge media stereotypes
- how to evaluate expectations for romantic relationships
- about consent, and how to seek and assertively communicate consent

Self-efficacy, kindness, respect, organisation

- I can describe the meaning of bullying and cyberbullying and the impact it can have on an individual
 - explain where to seek support and advice on bullying/cyberbullying.
 - I can identify healthy and unhealthy relationship behaviours
 - I can recognise inappropriate, non-consensual, or unwanted behaviour, including online
 - Explain why, when and how someone might report inappropriate behaviour
 - I can outline the possible consequences of sending a sext, including the legal consequences
 - I can describe strategies for dealing with challenges in friendships
- I can explain what consent means, both legally and ethically



HEAD

HEART AT MALBANK

HAND

YEAR 7- Unit 3: Living in the wider world



Developing skills and aspirations

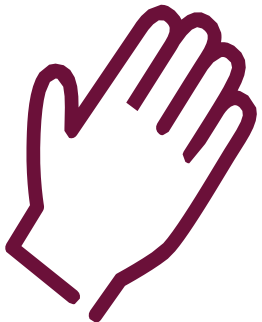
- how to be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity
- about a broad range of careers and the abilities and qualities required for different careers
- about equality of opportunity
- how to challenge stereotypes, broaden their horizons and how to identify future career aspirations
- about the link between values and career choices

Financial decision making

- how to make safe financial choices about ethical and unethical business practices and consumerism about saving, spending and budgeting
- how to manage risk-taking behaviour



Critical thinking, organisation, problem solving



- I can recognise three key elements of my personality
- I can begin to explain how different job roles require a range of skills, interests and personality traits
- I can identify some ways of building an accurate self-image that can guide successful career choices
- I understand that problem solving is a core transferable skill and identify its usefulness in a work setting I can describe the role of the Bank of England in the Economy
- I can explain what influences financial decisions (including the economy)
- I can describe the benefits of saving and borrowing.
- I can explain how interest rates work in relation to saving and borrowing.
- I can suggest ways to avoid negative financial risk from borrowing or fraud.

