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| **Year 7** | **AUTUMN** |
| **Topics** | **THE LANGUAGE OF EMOTIONS**  | **HEALTH AND WELLNESS**  |
| **Declarative***What should they know?* | * What healthy relationships look like.
* Different layers to identity.
* How to keep self-esteem high when moving from primary to secondary school.
* How to manage strong feelings like jealousy.
* How to navigate friendship issues when starting secondary school.
* The four pillars of oracy and what they look like in good talk.
 | * The definitions of mental health and mental wellbeing.
* Techniques to deal with stress.
* Problem solving techniques to give advice.
* How to criticise effectively in a debate.
* How to work effectively as part of a group.
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| **Procedural** *What should they be able to do?* | * Recognise healthy relationships and how to maintain them during the move from primary to secondary school.
* Write a short speech and analyse it for the four pillars of oracy.
 | * Recognise factors that can affect mental health, wellbeing and stress levels.
* Use empathy to apply that knowledge to scenarios.
* Work effectively in a group.
* Debate, following debating rules.
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| **Disciplinary Literacy**(Tier 3 Vocab) | **Self-esteem, identity, oracy: linguistic, emotional, physical, cognitive, “hook”**  | **Spectrum, stress, mental health, mental wellbeing, wellness, pitch, rebuttal**  |
| **Diversity**  | * Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum.
* Year 7 lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on.
* British values are explicitly taught to ensure students know what it means to be an active, positive citizen.
* Questions of equality and equity are raised in order to examine systemic and endemic features of inequality in our society and around the world.
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| **Year 7** | **SPRING** |
| **Topics** | **THE POWER OF DIVERSITY**  | **THE INFLUENCE OF THE MEDIA**  |
| **Declarative***What should they know?* | * How stereotypes are presented in the media and how they can be harmful with regards to sex and gender, disability, neurodiversity and religion.
* How to challenge stereotypes and misconceptions that may be unintentionally held.
 | * How to stay safe online.
* The role of social media influencers.
* The risks associated with social media validation and how to get rid of it.
* How social media can impact our self-esteem and mental health.
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| **Procedural** *What should they be able to do?* | * Recognise stereotypes involving sexism, ableism, islamophobia, transgenderism and neurodivergence.
* Identify, reason and discuss how to combat these stereotypes.
 | * Explain how to stay safe online.
* Explain the effect of social media influencers and validation on self-esteem.
* Evaluate whether social media can have a positive effect in order to combat stereotypes.
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| **Disciplinary Literacy**(Tier 3 Vocab) | **Sexism, ableism, Islamophobia, representation, maternity, period poverty, gender pay gap, misogyny, neurodivergent, misconceptions.**  | **Peer pressure, age restrictions, validation, influencers, “digital age,” wokeness, cancel culture, cultural appropriation.**  |
| **Diversity** | * Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum.
* Year 7 lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on.
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| **Year 7** | **SUMMER** |
| **Topics** | **IGNITE**  |
| **Declarative***What should they know?* | * The UN sustainability goals.
* How to develop a coherent argument.
* How to use peer critique.
* The role of rehearsal in presentational talk.
* How to use the four pillars of oracy to develop a powerful speech.

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| **Procedural** *What should they be able to do?* | * Recognise that everyone has characteristics that make them unique, and that this should be celebrated.
* Understand the UN sustainability goals and how these can inspire an Ignite speech.
* Write, rehearse and critique speeches using the four pillars of oracy.
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| **Disciplinary Literacy**(Tier 3 Vocab) | **Oracy: physical, cognitive, linguistic and emotional strands, implement, sustainability, the UN**  |
| **Diversity**  | * Throughout the RESPECT curriculum, examples, images and role models feature students and others from all backgrounds to ensure every student sees themselves reflected in a positive light in the curriculum.
* Year 7 lessons are designed to unpick, discuss and challenge stereotypes and preconceived ideas they are based on.
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