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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. |
| **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. |
| **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. |
| **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. |
| **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. * 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** | **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. |
| **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. |
| **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. * 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. |