



| | Topic 1 - Health and Wellbeing | Topic 2 - Living in the Wider World | Topic 3 - Relationships | Topic 4 - Health and Wellbeing | Topic 5 - Relationships |
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| Key concepts | <p>The differences between being at primary school and at secondary school.</p> <p>Feelings about somewhere new and creating a new identity.</p> <p>Establish ground rules for PSHE education learning.</p> <p>Building learning relationships with groups.</p> <p>Support transition through learning to establish and manage friendships;</p> | <p>Being 'enterprising' and improve employability skills.</p> <p>Different employment categories or 'sectors';</p> <p>The skills, abilities and qualities that are associated with each 'sector' of jobs.</p> <p>Equality of opportunity.</p> <p>'career' in its broadest sense;</p> <p>The factors that motivate people to work, including</p> | <p>Pupils 'identity' as part of their community;</p> <p>Rights and responsibilities in a diverse community;</p> <p>Positive aspects of living in a diverse society</p> <p>Expectations of equality;</p> <p>Understand prejudice and learn about prejudice, how it originates and how it can be challenged;</p> <p>Challenge and manage</p> | <p>The concept of risk in relation to health, including the risk of addiction;</p> <p>The positive and negative role played by drugs in society;</p> <p>The effects of over-consumption of energy drinks;</p> <p>Nicotine, alcohol, nitrous oxide and other substances, their effects and the reasons why people might choose to use them;</p> | <p>Positive qualities that people might bring to relationships;</p> <p>Their own values in relationships;</p> <p>Self-esteem and its importance in relationships.</p> <p>The value of friendship as a basis for romantic/sexual relationships;</p> <p>Assess the media impact on expectations of early romantic relationships.</p> <p>To recognise the roles and</p> |



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| | <p>Managing peer influence and desire for peer approval whilst maintaining their values. The impact of others (including the media) on our lifestyle choices. To develop the ability to make judgments in pressured scenarios</p> | <p>the importance of having goals and aspirations; Current skills, strengths and interests to future career aspirations.</p> | <p>discriminatory behaviours. Bullying and strategies to use if pupils experience it; The responsibilities that people have if they are aware that (or think that) someone is being bullied. Cyber bullying and its effect on individuals How to conduct healthy relationships online; How to respond to and manage negative online relationships Different types of relationships, particularly family relationships; The qualities and behaviours</p> | <p>Different risks associated with alcohol and tobacco and sources of support. School rules and laws relating to alcohol and tobacco sale and use; The legal risks associated with alcohol and tobacco use, including binge drinking The influences on them to try alcohol or tobacco; How to make the best choices for them around alcohol and tobacco. Understanding strategies to manage the</p> | <p>responsibilities of parents, carers and children in families; The importance of stable long-term relationships to support family life.</p> |
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| | | | <p>expected in healthy relationships; The positive qualities they bring to relationships. Effectively and safely resolving conflicts within relationships. Stereotypes in the way relationships are portrayed in the media; People's attitudes and behaviours towards relationships.</p> | <p>physical and emotional changes of puberty; Personal hygiene and its importance for young people. The right to protect their bodies from unwanted contact. Primacy of human rights over cultural expectations. Sources of support if a person is concerned their rights may be/ have been ignored. Our increased responsibility for our own health as we get older.</p> | |
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| Themes | <p>Transition Opportunities Support Rules Working in groups Positive relationships Balanced diet Exercise Lifestyle choices Risk Self esteem Resilience</p> | <p>Enterprise Enterprising Employability skills Leadership skills Employment sectors Discrimination Rights in the work place Different types of employment. Aspiration Motivation Career aspirations.</p> | <p>Identity Rights and responsibilities Prejudice Stereotypes and discrimination Different types of bullying Cyber bullying Abuse Social media Trolling Healthy relationships Differing family set ups Roles and responsibilities of family members Negotiation Responsibilities Media portrayal of relationships Personal relationships and the use of social media.</p> | <p>Assessing risk Recreational drugs Energy drinks Nicotine and evaluating risk. Recreational and independence use drugs Sources of help and support</p> <p>Temptations Media influence Impacts of substance use Sources of help and support. Puberty and growing up. Menstruation-physical and emotional symptoms. Puberty Growing and changing Hygiene Body image</p> | <p>Values and special core values in relationships. Positive qualities in friendships Self esteem Sexual attraction Diversity in sexual attraction Media portrayal of relationships Responsibilities of parents and carers. Marriage, civil partnerships and long term relationships Unplanned pregnancy Challenges with family relationships. Support in place.</p> |
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| | | | | Self esteem. Body parts and puberty FGM Dentist and dental health | |
| Challenge | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. |
| Support | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. | All class tasks and resources are differentiated by challenge and levels of challenge for the tasks e.g challenge, mega challenging, more challenging. |
| Literacy focus | Discussion | Discussion | Discussion | Discussion | Discussion |



| | Written tasks Reading tasks | Written tasks Reading tasks | Written tasks Reading tasks | Written tasks Reading tasks | Written tasks Reading tasks |
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| Numeracy focus | | | | | |
| Cross-curricular links | Science, PE | Maths, ICT | ICT, science, citizenship | | |
| SMSC & MBV | | | | | |
| ASSESSMENTS | <p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> | <p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> | <p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> | <p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> | <p>BASE LINE ASSESSMENT Quiz at the start of the topic, which is reviewed at the end of the topic.</p> <p>At the start of the topic pupils can mind map, draw and write their level of confidence/ knowledge on a scale. Pupils then come back to this at the end of a topic to assess their learning.</p> |



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| | <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed</p> | <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs?</p> | <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed my views and/ or beliefs?</p> | <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed</p> | <p>ASSESSMENT FOR LEARNING This will help to gauge understanding and learning. This can include building on the baseline assessment and structured questioning.</p> <p>At the end of the topic pupils to self assess the following questions- What new information have I learnt? • What do I now think and believe? • Has listening to the views of others changed</p> |
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| | <p>my views and/ or beliefs? <ul style="list-style-type: none"> • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> </p> | <ul style="list-style-type: none"> • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self assessment at the end of a</p> | <ul style="list-style-type: none"> • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> <p>Self assessment at the end of a</p> | <p>my views and/ or beliefs? <ul style="list-style-type: none"> • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> </p> | <p>my views and/ or beliefs? <ul style="list-style-type: none"> • Did it help me confirm what I really believe? • Did I learn anything I did not expect to? • How will it change my behaviour in the future? • What do I know already? • How did I feel about what I found out? • What feelings did I have during the session? • What do I now need to learn? • Is there anyone else I need to talk to about this? <p>Other examples include producing leaflets, presentations.</p> </p> |
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Queen Elizabeth High School



Scheme of Work

SUBJECT PSHE/ RSE/ Citizenship

YEAR 7

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| | Self assessment at the end of a topic to highlight areas which need further guidance/ support to inform drop down days. | topic to highlight areas which need further guidance/ support to inform drop down days. | topic to highlight areas which need further guidance/ support to inform drop down days. | Self assessment at the end of a topic to highlight areas which need further guidance/ support to inform drop down days. | Self assessment at the end of a topic to highlight areas which need further guidance/ support to inform drop down days. |
| Out of school learning | | | | | |