



**Intent for the Year 7 RSHE Curriculum 2021-2022**

‘All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental and moral character. As a result, this will improve life chances, inter-personal relationships, social mobility and preparedness for employment. Our curriculum will encourage everyone to have a positive impact on society.’

Following the statutory guidance and considering age and developmental appropriateness this subject will be taught sensitively and inclusively, with respect whilst always aiming to provide students with the knowledge they need in the eyes of the law. It is the aim to support personal development, pastoral needs alongside the key building blocks of healthy, respectful relationships. Essential understanding of how to be healthy will build upon Primary School teaching with an increased focus on risk areas such as smoking, alcohol and drug taking, this will give students the capability to take care of themselves and direct them to where they can receive support should the need arise. Mental wellbeing is central to content and is given priority as young people are increasingly facing challenges of this nature. Developing resilience and signposting positive coping strategies will support their own and others wellbeing and attainment. In order that students play a full and active part in society citizenship education fosters students awareness of values, democracy, parliament and how laws are made and upheld. Students will explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. Students will develop understanding of liberties enjoyed by the citizens of the UK, the role of government and monarchy. Alongside this the values of British society are emphasised. Demonstrating tolerance, empathy, equality in our diverse, multi-cultural society will equip students to be able to explore political and social issues critically now and in the future.

**Implementation: In year 7 RSHE is taught once a week throughout the year, in tutor groups.**

**Curriculum adaptations as a result of the pandemic: Students will develop their knowledge of health. Content will emphasise going through puberty, menstruation and strategies for improving mental wellbeing.**

<b>Term</b>	<b>Enquiry/Topic/Unit:</b> <i>What is going to be taught?</i>	<b>Key Outcomes:</b> <i>What will students have achieved by completing this scheme of learning?</i>	<b>Character Education:</b> <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	<b>Assessment:</b> <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	<b>Vocabulary:</b> <i>What are the key words for this topic/unit that students must know?</i>	<b>Home-Learning:</b> <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
<b>1a</b>	Health & Wellbeing	<b>Students will be able to make good decisions about their own health and wellbeing. It should enable them to recognise what is</b>	<b>Resilient – Coping with the change in coming to a new school.</b> <b>Responsible – Taking ownership of own learning.</b>	<b>SMHW quiz – Taking responsibility for my own health.</b>	<b>The 9 character education words. Exercise, balanced diet, sleep, screen-time, dental hygiene, puberty,</b>	<b>Students will undertake 1 homework task each term as well as a SMHW quiz.</b>



		normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible.	Reflective – Thinking about own experiences and taking responsibility for own health.		menstruation, sun safety, emotions.	The homework will promote independent learning and will encourage a responsible attitude to produce work they can be proud of. Further reading will be offered in some cases to extend vocabulary and develop depth of knowledge. Visual images and media articles will be given and analysis/comparisons will be made by the students.
1b	Relationships	The characteristics of positive and healthy friendships (including online): trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships.	Compassionate – showing kindness and a desire to make new friends and relationships with adults around the school. Respectful – being considerate of the feelings of others, their privacy, their boundaries and acceptance of diversity.	KS3 assessment week – 8 question, written paper. Questions relating specifically to Character Education terms as well as taking precautions, risk taking and being courteous. This will be self-marked in the classroom initially with a green pen and then the teacher will give feedback in books which will include	Self-esteem, peer pressure, friendship, bullying, empathy, respect, courteous.	



				further questioning in order to stretch and challenge on a personal level.		
<b>2a</b>	Health & Wellbeing	That there is a normal range of emotions (fear, anger, happiness etc.) and the scale of emotions which all of us experience in various situations. Where to seek support. That bullying, isolation and loneliness can have a negative and often long-lasting impact on mental wellbeing.	<p>Responsible – Taking ownership of own actions, Doing the right thing and making the right choices.</p> <p>Respectful – being considerate of the feelings of others, their privacy, their boundaries and acceptance of diversity.</p> <p>Resilience – Positive coping strategies, changes and challenges.</p>		Body positivity, personal safety, stability, clear boundaries, coping strategies, security	
<b>2b</b>	Living in the Wider World	How the UK is governed, its political system and how citizens participate actively in its democratic system of government.	<p>Respectful – being considerate of our liberty and the law.</p> <p>Curious – Willing to learn about our British Society and the systems we have to maintain.</p> <p>Creative – What changes do we need to make?, manifesto issues and persuasive techniques.</p>	Group presentation – Each small group will form their own political party, write a manifesto, design a logo and debate 4 issues (school, local, national and international). Voting will take place on a FPTP basis. Feedback and reflection will be debated in the group.	Parliament, government, monarchy, Commons, Lords, Voting, democracy, society, political party, manifesto, campaign.	



<b>3a</b>	Living in the Wider World	<b>The liberties and values of British citizens. Diversity, ethnic identity and the need for mutual respect and understanding. British culture and the impact it has had around the world.</b>	<b>Reflective – Own experiences of British culture and own identity.</b> <b>Compassionate – Compare with others who do not have the same liberty and who are escaping war.</b>	<b>KS3 assessment week – 6 question, written paper.</b> <b>Questions relating specifically to British values, our culture and society.</b> <b>This will be self-marked in the classroom initially with a green pen and then the teacher will give feedback in books which will include further questioning in order to stretch and challenge on a personal level.</b>	<b>Liberty, tolerance, diversity, culture, cohesion, equality, stereotype, discrimination, rights of the child, UN, refugee, the commonwealth, multi-cultural.</b>	
<b>3b</b>	Health & Wellbeing	<b>The concepts of First Aid. Dealing with injuries and CPR.</b> <b>The changing adolescent body – physical and emotional changes including key facts about puberty. Self-care and strategies for building resilience.</b> <b>Celebrating Pride Month</b>	<b>Responsible – Taking ownership of actions, not being a bystander, taking action to help others.</b> <b>Resilient – The changing body, going through puberty.</b> <b>Confident – Valuing oneself and having the courage to act in challenging circumstances.</b>	<b>2 x SMHW quizzes. First Aid 1 and 2.</b> <b>1. Primary assessment of casualty, bandages, burns, bites and stings.</b> <b>2. CPR and head injuries.</b>	<b>Respiratory, circulatory, breathing, bleeding, concussion, CPR, recovery position, primary survey, danger, risk.</b>  <b>Menstruation, puberty, clitoris, penis, breasts, erection.</b> <b>LGBT+</b>	

**Impact:**

By completing this scheme of learning students will build on prior learning to ensure a smooth transition between primary and secondary school. Students will know the importance of respecting others, be able to take practical steps to improve or support respectful relationships, the convention of courtesy, self-respect and how this impacts their own happiness and that in the wider society we all need to recognise authority, make judgements and manage conflict. Students will know the characteristics of mental and physical wellbeing and the risks associated with an inactive lifestyle and poor diet. Seeking support and recognising triggers for the need for support in oneself and in others will also be



emphasised, thus enabling students to make well-informed, positive choices leading to the content in year 8. The students will build skills and attributes which address the challenges of adolescence and their increasing independence.