

# Year 7

## Personal Development



***'Inspiring hearts and minds with Christ at the centre of all we say and do'***

Created and loved by God (exploring the individual)

Created to love others (exploring the individuals relationship with others)

Created to live in a community—local, national and global (exploring the individuals relationship with the wider world)

## Year 7—Autumn Term 1

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE Curriculum</u>
Who am I?	Pupils will learn that they are a completely unique person, and that, body and soul, they are created and loved by God.	<ul style="list-style-type: none"> <li>• Identity</li> <li>• Valuing self and others</li> <li>• Made in the image of God</li> </ul>	H1
Changing bodies	Pupils will learn that puberty involves physical, emotional and sexual development. Whilst this might feel daunting, they will learn that puberty is God's plan for them and He is with them throughout it all.	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• Development</li> <li>• Hormones</li> <li>• God's unique plan for us</li> </ul>	H34
Healthy inside and out	Pupils will learn about self-esteem: what contributes to it, how it can affect their lives and how to increase it.	<ul style="list-style-type: none"> <li>• Confidence levels</li> <li>• Self belief</li> <li>• Low self esteem and why this happens</li> <li>• Recognising we are loved by God and are special</li> </ul>	H13, H12,

## Year 7—Autumn Term 2

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>PSHE Association</u>
Why is politics important?	<p>To understand the impact politics has on everyday life</p> <p>To explore the History of the UK Parliament</p> <p>To evaluate if it's better to live in a democracy rather than a dictatorship</p>	<ul style="list-style-type: none"> <li>• UK political system</li> <li>• Importance of parliament</li> <li>• Growth of democracy in the UK</li> <li>• Differences between democracy and dictatorships</li> <li>• Duty of politicians to serve communities with love, respect, dignity</li> </ul>	N/A
How is our country run?	<p>To describe the makeup of parliament and the main roles it performs</p> <p>To understand the role of a local MP</p> <p>To evaluate whether MP's are doing a good job at running the country and representing our views in Parliament</p>	<ul style="list-style-type: none"> <li>• Parliamentary system in the UK</li> <li>• Importance and role of MP'S</li> <li>• Evaluating if the UK system is 'working'</li> <li>• Investigating if MP'S work for the common good and put CST into action</li> </ul>	N/A
Political debates and parliament	<p>To define the terms advocate and devil's advocate</p> <p>To practice the art of debating</p> <p>To evaluate recent law changes in the UK</p>	<ul style="list-style-type: none"> <li>• Importance of debate and discussion in the UK system</li> <li>• What makes a good debate/ debater</li> <li>• Important changes to UK law</li> <li>• Understand the importance of respecting other views and people</li> </ul>	N/A

## Year 7—Spring Term 1

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>Notes</u>
Consent	<p>To understand what constitutes consent and why consent should always be respected</p> <p>To evaluate why personal space and boundaries are important when growing up</p> <p>To understand how to deal with situations in an assertive way</p>	<ul style="list-style-type: none"> <li>• Defining consent</li> <li>• Why consent is important</li> <li>• Legal implications surrounding consent</li> <li>• How to be clear and assertive</li> </ul>	R24, R25, R26,
Self-esteem	<p>To describe the concept of self esteem and recognise behaviours linked to low and high self esteem</p> <p>Develop strategies to help someone who has low self esteem and to understand the wide range of influences on self esteem</p>	<ul style="list-style-type: none"> <li>• Defining and understanding what self esteem is</li> <li>• To evaluate and understand their own level of self esteem</li> <li>• To identify ways to increase self esteem</li> </ul>	H2, H5, H6, H9, H10
Pressure and influence	<p>To be able to explain why it is important to be confident and assertive.</p> <p>To understand how to cope with peer pressure</p> <p>To understand when peer pressure can go wrong and how it can make someone else feel</p>	<ul style="list-style-type: none"> <li>• What peer pressure looks like</li> <li>• Coercion— how to identify it and what to do</li> <li>• Difference between banter and bullying</li> <li>• Building self esteem and resilience</li> </ul>	H5, H30, R1, R10, R13, R19,

## Year 7—Spring Term 2

<b><u>1Title</u></b>	<b><u>Key Focus</u></b>	<b><u>Topics covered</u></b>	<b><u>Notes</u></b>
Where we come from	Pupils will learn about sexual intercourse as more than just a physical act, but a gift from God for married couples as His plan for how babies are made.	<ul style="list-style-type: none"> <li>• Sexual intercourse</li> <li>• Menstruation</li> <li>• Family planning</li> <li>• Procreations</li> <li>• God as the giver of life</li> </ul>	R4, R5, R8, R32, R33 H34, H35
Family and friends	Pupils will learn about different types of friendship and family structure, and discuss how better to manage their behaviour through consideration of thoughts, feelings and actions.	<ul style="list-style-type: none"> <li>• Friendship—challenges and highs</li> <li>• Family structures</li> <li>• Considering others</li> <li>• Loving others as called by God</li> <li>• Positive relationships</li> </ul>	R6, R7 , R14,
My life on screen	Pupils will learn that they have online 'lives' that they need to take steps to safeguard, just as they do in real life.	<ul style="list-style-type: none"> <li>• Online safety</li> <li>• Digital footprint</li> <li>• Differences between online and offline personalities</li> <li>• Safeguarding online</li> <li>• Showing respect for others</li> </ul>	R29 R40, R41,

## Year 7—Summer Term 1

<u>Title</u>	<u>Key Focus</u>	<u>Topics covered</u>	<u>Notes</u>
Living responsibly	Pupils will learn the effects of their actions on others and understand the concept of social responsibility.	<ul style="list-style-type: none"> <li>• Living in a community</li> <li>• Considering others</li> <li>• Positive and negative communal behaviours</li> <li>• Duty to care for others, particularly those less fortunate</li> </ul>	R1, R13,
Drugs education—Alcohol	<p>To understand how alcohol impacts the body</p> <p>To explore the consequences of alcohol misuse</p> <p>To evaluate the negative impact alcohol use is having on wider society</p>	<ul style="list-style-type: none"> <li>• Impact of alcohol</li> <li>• How alcohol is moderated or becomes addictive</li> <li>• Impact of alcohol on society</li> <li>• Impact of alcohol on families</li> <li>• Valuing and caring for our bodies—made in the image of God</li> </ul>	H24, H25, H27
Drugs education— e-cigs, vaping and si-sha	<p>To understand the science behind vaping and the health consequences of it</p> <p>To understand the difference between smoking and vaping</p> <p>To evaluate whether there should be a ban n High Street Vape Shops</p>	<ul style="list-style-type: none"> <li>• Vaping as an alternative to smoking</li> <li>• Pros and cons of vaping</li> <li>• Rise in vaping</li> <li>• Myths around vaping</li> <li>• Caring for our bodies</li> </ul>	H24, H25, H27

## Year 7—Summer Term 2

<u>Title</u>	<u>Key focus</u>	<u>Topics covered</u>	<u>Notes</u>
Cinema in action—facts of life	<p>What might seem like harmless communication through social networks can be harmful and painful to others; Things in life don't always happen the way they hope or expect them to; They should examine where and how they seek friendship and the consequences of this; Their value is not dependent on friends, family, the way people think about them or even their achievements; they can rely on how God sees them.</p>	<ul style="list-style-type: none"> <li>• Social media communication</li> <li>• Dangers and positives of social media</li> <li>• Bullying—signs and warnings</li> <li>• Recognising innate value as a Child of God</li> </ul>	<p>H3, H4, H6, H9</p> <p>R2, R13, R17, R41</p>
Cinema in action– seeking and offering support	<p>Students will develop skills to help them act sensitively and kindly towards others who are having a difficult time, and they will also know where they can go in the school if they themselves are facing a difficult or harmful social situation.</p>	<ul style="list-style-type: none"> <li>• How to relate and support a friend who needs support or who is having a difficult time</li> <li>• How and where to seek support both inside and outside of school</li> <li>• What language to use when supporting a friend</li> </ul>	<p>H3, H4, H6, H9</p> <p>R2, R13, R17, R41</p>
Cinema in action– looking in the mirror	<p>To understand that fitting in can be a challenge for lots of people . To appreciate that forming long-lasting friendships takes time and effort. To know that Jesus loves us for who we are.</p>	<ul style="list-style-type: none"> <li>• To develop a deeper understanding of how to support others in need</li> <li>• To consider how Jesus loves us all and how students are viewed in the eyes of Jesus</li> </ul>	<p>H3, H4, H6, H9</p> <p>R2, R13, R17, R41</p>