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| **Long Term Plan** | | | Students build on the existing knowledge and understanding, skills, attributes and values they have acquired and developed during their primary education. Our Personal Development Period acknowledges and addresses the changes that young people experience, beginning with transition to secondary school, the challenges of adolescence and their increasing independence. Our Year 7 curriculum teaches the knowledge and skills which will equip them for the opportunities and challenges of life such as managing diverse relationships, their online lives, and the increasing influence of peers and media. | | | | | |
| **Learning Cycle** | **Key Concepts and Themes** | | **Vocabulary** | | **Notes** |
| **Year 7: Personal Development** | **HT1** | | Respectful Relationships | * Transition - Supporting moving from primary to secondary school, values - rings of support – who is your support network? * Healthy friendships – introduction to key characteristics of a good friend on and offline – safely adding friends on social media apps and indecent content * Managing conflict –effective communication in changing friendships and the breakdown of friendships – coping with friendship change/loss * Our community – Celebrating diversity and introduction sterotypes – self-esteem and cultural identity. Exploring the cultural context of our school. * Bullying/Cyberbullying–key concepts and responses - strategies to manage being targeted/witnessing bullying – purposeful exclusion on and offline * Being a positive bystander- understanding what a positive bystander is and why it is important - how to step in when witnessing unkind or bullying behaviour | | Stereotypes, individuality, prejudice, rights, coercion, consent, tolerance, discrimination, equality, cyberbullying, bystander | |  |
| **HT2** | | My Family and I | * Puberty and emotional changes – reflection on the key characteristics – strategies to cope with emotional changes * Menstrual wellbeing- understanding range of options and assumptions about menstruation- Period poverty * Characteristics of committed stable relationships – exploring different types of families and the importance of positive, healthy relationships – rings of support – who is your support network? * Marriage and different types of long -term relationships – the laws around marriage and divorce * The laws surrounding forced marriage and honour based violence – the key characteristics – what is the difference between arranged marriage and honour based violence? * The roles and responsibility of parents – characteristics explored – neglect, physical abuse, children being alone in the house and unsafe family friends * FGM – The laws and support networks – worries about FGM | | Committed, stable relationships, cohabiting, marriage, civil partnership, consent, harassment, arranged marriage | |  |
| **HT3** | | The World Around Me: Careers | * Unifrog launch * Enrichment activities and the development of transferrable skills * Identifying strengths to develop * Exploring future careers | | Transferrable skills, careers, future, post 16, options, enrichment | |  |
| **HT4** | | Respectful Relationships | * Romantic relationships – introduction to the characteristics – signs of positive romantic relationships * Consent – introduction to consent in romantic relationships – personal space in friendships and romantic relationships, unwanted touching * Coercive relationships and domestic violence – Introduction to the key concepts – controlling friendships/relationships * Sexual harassment and sexual violence – Introduction to sexual harassment and violence – sexual comments and receiving unwanted images | | Boundaries, privacy, personal space, respectful, tolerant, consent | |  |
| **HT5** | | The World Around Me: Political Systems in the UK | * The development of the political system of democratic government in the United Kingdom including the roles of citizens, Parliament and the monarch * The operation of Parliament, including voting, elections and the role of political parties * The liberties enjoyed by citizens in the UK and how these liberties contribute to our democratic political system | | Parliament, citizenship, voting, elections, political parties, democracy | |  |
| **HT5** | | Online and Media | * Behavioural expectations online and online risk – identifying risk and managing personal safety – sending/receiving nude images * Laws around behaviour online – Radicalisation, extremism, sharing indecent images – being added to a group chat where extremist views are shared | | Grooming, radicalisation, isolate, indecent, possessing, pivacy settings | |  |
| **HT6** | | The World Around Me: Income and Budgeting | * Income and Budgeting – The advantages and experience of budgeting * Importance of having an income, consequences of having no income * Mechanisms to earn money * Importance of bank accounts and the key terms associated with them | | Budgeting, income, money, economic, bank account | |  |
|  | **HT6** | | Keeping Safe and Happy | * Child Sexual Exploitation – Revisiting the key characteristics of grooming/child on child abuse – sexual abuse online * Child Criminal Exploitation – revisiting the key characteristics – a younger student holding a package for an older student * First Aid – Basic first aid (CPR, use of defibrillators, common injuries, cuts and burns) * Road Safety and Water Safety – basic safety in terms of roads, quarries, reservoirs, lakes, rivers | | Child Sexual Exploitation, Child Criminal Exploitation, coercion, grooming, advantage, misguide, first aid, road Safety, water safety | |  |
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|  |  | **Skill Development** | | * Identifying thinking traps * Resilience * Managing risk * Identifying and accessing support * Self-regulation | * Clarifying own values * Developing a healthy self-concept * Building and maintaining healthy relationships * Decision making | | * Empathy and compassion * Respect for others * Valuing diversity * Assessing the validity and reliability of information * Managing peer influence | |