|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 on and offline. * Respect for others-–understanding bullying and cyber bullying – reporting bullying * Being a positive bystander- strategies to challenge bullying– supporting a victim of bullying | | Stereotypes, individuality, prejudice, rights, coercion, consent, tolerance, discrimination, equality, cyberbullying, bystander | |  |
| **HT2** | | My Family and I | * Relationship with yourself–key concepts and responses - strategies to manage changes in yourself – signposting a friend for support * Menstrual wellbeing- strategies to manage physical and mental changes – personal hygiene and period poverty. * Female Genital Mutilation (FGM) – The laws and support networks – worries about FGM * 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? * The roles and responsibility of parents – characteristics explored – neglect, physical abuse, children being alone in the house and unsafe family friends * Marriage and different types of long -term relationships – the laws around marriage and divorce | | 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** | | 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 Myself and Others Safe  Completed in tutor set | * Vaping * Healthy Sleep * Water Safety * Rail Safety * Online Safety | | Vaping, healthy sleep, water safety, rail safety, online safety | |  |
|  |  | |  | | | | | |
|  |  | **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 | |