

Year 7 PSHE and Citizenship Topics

In year 7 we teach the following modules over the course of the year. Each module draws on prior learning from KS2 and builds on understanding from the KS2 programme of study. Each module develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS3 and KS4.

| Topic | Rationale | Knowledge acquisition | Key vocabulary | Skills and enrichment |
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| Introduction to CP and 'The Railway Children' (Autumn term) | A whistle stop tour of the major topics we study in Citizenship and PSHE will be introduced to the students during this unit. We will use the story of 6 teenagers who have run away from home for various reasons including: sexuality, poverty and online abuse. Each week we will meet a new teenager and research their problems – the story is called 'The Railway Children'. There are additional lesson after this mini-unit which can be used as staff see best with their classes. | 1. Why do we study PSHE and CZ | | LA: Students can identify a push factor and a risk. They can offer 1-2 piece of advice for the character in a story MA: Students can identify and explain push, pull and risks. Students can use what they have learned to offer advice to the characters. HA: All of the above plus students can offer the viewpoints of other people <small>Include opportunities to develop subject specific skills plus general core skills including independence, problem solving, evaluation, analysis, creativity, literacy, numeracy and oracy</small> |
| | | 2. Tia's story: | How does it feel to be bullied? What does it feel like to be a victim? | |
| | | 3. Jesse's story: | How do we stay safe online? What are the dangers associated with E-Safety? | |
| | | 4. Amir's story: | What are the issues surrounding sexuality? What do different key terms mean? How can some of these terms be used in a negative way? | |
| | | 5. Yasmin's story: | How can racism affect someone? | |
| | | 6. Assessment: | What have we learned over the past 5 lessons? | |
| Careers Education | An initial introduction to careers education | 1. What am I like as a person? Introduction to careers | Describe personal qualities and dispositions Create a shield and motto to illustrate your personality | LA: Students can identify basic qualities MA: Students can identify and explain a wide range of qualities HA: Students can evaluate their qualities and link them to workplace skills |
| | | 2. Superheroes: how can we be super learners? | Learn about a range of skills and qualities that are needed in the world of learning and work. Understand how different skills and qualities differ in value in different | |

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| | | <p>3. What is my dream job?</p> | <p>Recognise there are some limitations if making career choices based on fantasy ideas</p> <p>Explain what is involved in making realistic choices</p> <p>Be aware that their ideas could change over the next few years</p> <p>Recognise the need to aim high and keep options open</p> | <p>LA: Students can identify the difference between a dream job and reality</p> <p>MA: Students can identify and explain why job choices change as we get older</p> <p>HA: Students can evaluate their qualities and link them to appropriate future jobs</p> |
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| <p>Family and Relationships (Spring term)</p> <p>During this topic we learn the various forms families can take. We look at the concept of marriage and judge its various strengths and weaknesses. The process of socialisation through our upbringing is studied. We also take time to look at coping when things don't go well in families: conflicts, death and divorce.</p> <p>Most topics within Cz & PSHE do carry the possibility of being sensitive subjects. It is therefore really important that you know your students and teach each area with care.</p> | 1. Under the skin | What is important in attraction? Are looks important? Is it what's inside that counts? | <p>Create a list of important factors in a healthy relationship</p> <p>Decide which is more important: inside factors or outside factors</p> <p>LA: Describe some of the problems families can face</p> <p>MA: Outline these problems and give advice/ideas on how to overcome these problems</p> <p>HA: All of above plus the student will be able to demonstrate empathy with the character and be able to describe the experiences of other characters in the scenario</p> <p>LA: will be able describe some problems families face and suggest some advice for overcoming these problems</p> |
| | 2. Why get married? | What is marriage? What are the various forms of marriage? Why might people choose not to get married | |
| | 3. What is arranged marriage? | What is an arranged marriage? What are the benefits of an arranged marriage? How is an arranged marriage different from a forced marriage? What can be the issues with getting married too early? | |
| | 4. What is a family and what is the importance of socialisation? | Describe what is meant by the term 'family' Identify examples of different types of family Share your opinion about various issues on family. | |
| | 5. What are family conflicts? | What are the problems that can happen in a family? Where can we go for help when we need it? | |
| | 6. Careers | What is the Job Explorer Database (JED)? | |
| | 7. Getting on with your parents | Can you identify any great tips for getting along with your parents? | |
| | 8. Divorce | What is divorce? | |

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| | | | What are the emotional aspects of divorce? | <p>MA: All above plus presentation of final piece of work will be neat tidy and attractive. Students may also signpost the reader to different sources of support</p> <p>HA: All of above plus the student will be able to empathise with the reader – they could do this by sharing a story from their own experience or by describing the point of view of the parents.</p> |
| | | 9. Assessment | What have I learned so far this topic? | |
| | | 10. Family role play | How can we work through family problems? | |
| <p>Rights, responsibilities, law and order (Summer Term)</p> | <p>This topic sees the introduction of a lot of concepts which will be revisited in the year 9 course. Concepts such as rights and how these rights are linked to responsibilities, crime, punishment and the law will be explored again in Y9</p> | 1. Children’s rights | <p>What are rights?</p> <p>What are children’s rights?</p> <p>What does it look like when rights are broken?</p> | <p>LA: Students will be able to describe rights they have in their everyday lives. They will be able to identify when rights are being violated</p> <p>MA: Students will be able to identify examples of rights violations from their own knowledge.</p> <p>HA: Students will be able to evaluate the declaration of children’s rights and suggest new ideas for rights</p> |
| | | 2. Legal ages | <p>What are the legal ages for various activities?</p> <p>Why do we have laws on legal ages?</p> <p>What does a timeline of your life look like with legal ages on it?</p> | |
| | | 3. Voting age | <p>What is the current legal age for voting in the UK?</p> <p>Is this fair?</p> <p>Is there an argument for lowering the voting age to 16?</p> | |
| | | 4. Rights and responsibilities | <p>How are rights and responsibilities linked?</p> | |

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| | | | Why is it important to know about the responsibilities, which are attached to rights? | |
| | | 5. Desert island | Why are rights, responsibilities, law and order important? If you could decide how would you choose your laws? What kind of society would you create? | |
| | | 6. Desert island | | |
| | | 7. Crime and punishment | Why do people commit crime? What is a motive? Which motives fit with which crimes? | |
| | | 8. The death penalty | What are the arguments for and against the death penalty? Evaluate the arguments for and against capital punishment | |
| | | 9. Punishment and sentencing | How do we make punishments fit the crimes? | |
| | | 10. The right to an education | What are human rights? Why is the right to an education so important? | |
| | | 11. End of topic assessment | What have I learned so far this topic? | |
| | | 12. Ghost street | How can we be safe when using the roads? How common are road traffic accidents? | |

