

# Highlight colour code

Use as full

## Year 7 Curriculum - Lesson overview

Lesson	Notes	Curriculum category	Curriculum sub-category	Lesson title + link
	May also be used as a transition activity	Transition	Transition to secondary school	<a href="#"><u>Starting in secondary school</u></a>
1	Lesson One: Combine these two lessons	Transition	Transition to secondary school	<a href="#"><u>Becoming independent at school</u></a>
		Transition	Transition to secondary school	<a href="#"><u>Becoming independent outside of school</u></a>
2	Combine these two lessons	Transition	Transition to secondary school	<a href="#"><u>Making new friends</u></a>
		Transition	Transition to secondary school	<a href="#"><u>Respectful behaviours</u></a>

3		Transition	Transition to secondary school	<u>Healthy phone use and communication online</u>
4	Combine these two lessons	Identity	Exploring identities and similarities	<u>Exploring Identities and similarities</u>
		Identity	Exploring identities and differences	<u>Exploring identities and differences</u>
5		Community	Appreciating Diversity	<u>What is a community?</u>

	Assembly topic	Community	Identifying and challenging bullying	<u>Identifying and understanding bullying</u>
6	Add explicit examples of safe challenge, to avoid creating further conflict	Community	Identifying and challenging bullying	<u>Challenging bullying - the bystander effect</u>
7	Combine these two lessons due to coverage in science NC	Body awareness	Knowing your body	<u>Knowing Your Body - reproductive systems</u>
		Body awareness	Knowing your body	<u>Knowing your body - reproductive systems and sex</u>
8	Combine these two lessons due to coverage	Body awareness	Body image	<u>Body Image and self care</u>

	to coverage in science NC	Body awareness	Puberty	<u>Bodily Changes Through Puberty</u>
9	Ensure no crossover with science curriculum	Body awareness	Periods	<u>Introduction to Periods</u>
10		Body awareness	Periods	<u>Period positivity</u>
11	Combine these two lessons due to coverage in FT and assemblies (ensure this is in for hotspots like summer and water safety)	Becoming independent	Personal safety and first aid	<u>Introduction to First Aid</u>
		Becoming independent	Personal safety and first aid	<u>Introduction to Fire Safety</u>

12		Becoming independent	Personal safety and first aid	<u>Personal safety in everyday life</u>
		Becoming independent	Making healthy choices	<u>Making healthy choices - personal hygiene</u>
13		Becoming independent	Making healthy choices	<u>Making healthy choices - eating and sleep</u>

14		Becoming independent	Making choices with friends and online	<u>Evaluating influences</u>
15	New resources to follow on platform	Wellbeing	NEW UNIT Enjoying our time online	NEW LESSON The opportunities of the internet
16	New resources to follow on platform	Aspiration & Money	NEW UNIT	NEW LESSON Ambitions and goals
17	New resources to follow on platform	Aspiration & Money	NEW UNIT	NEW LESSON Developing our strengths and interests
17	New resources to follow on platform	Aspiration & Money	NEW UNIT	NEW LESSON Taking control of our learning

Lesson	Use as additional content/form time/assembly	
View		
Lesson length	Key terms featured in the lesson	Learning objective
1 hour	Community Emotional regulation	To learn about transition to secondary school and adapting to new environments.
1 hour	Independence Routines Self-discipline	To explore ways to become more independent at school in a successful way.
1 hour	Independence Peer Pressure	To explore ways to become more independent outside of school in a safe way.
1 hour	Introverted Extroverted Neurodiversity Neurodivergent	To learn about embracing differences and supporting others
1 hour	Bias Respect	To learn how to treat others with respect and kindness.

1 hour	Boundaries Online bullying	To learn to communicate and use phones in a healthy and kind manner.
1 hour	Values Self-awareness Identity Qualities	To learn about identity and how people express their personal identity.
1 hour	Stereotype Discrimination Prejudice Sexual orientation	To develop an awareness of stereotyping, prejudice and discrimination and ways to challenge
1 hour	Community Diversity Society Well-being	To learn about how belonging to a community contributes to your well-being.

<p>1 hour</p>	<p>Banter Bullying Harassment Disrespectful Compassion</p>	<p>To learn about how to identify and understand bullying to support yourself and others</p>
<p>1 hour</p>	<p>Bystander Active bystander</p>	<p>To learn about how to challenge bullying and avoid the bystander effect</p>
<p>1 hour</p>	<p>Reproductive organs Terminology Intersex Gender binary Transgender</p>	<p>To learn how to identify the body parts related to sexual reproduction and understand their function.</p>
<p>1 hour</p>	<p>Reproductive organs Terminology</p>	<p>To understand the function of sexual reproductive organs and what happens during sex.</p>
<p>1 hour</p>	<p>Self Care Body Image Beauty standards</p>	<p>To learn about different influences on body image and how we can practice self care.</p>

1 hour	<p>Puberty</p> <p>Sex</p> <p>Gender</p> <p>Intersex</p> <p>Non-binary</p> <p>Transgender</p>	To understand how our bodies and emotions change during puberty.
1 hour	<p>Periods</p> <p>Menstrual Cycle</p> <p>Tampon</p> <p>Menstrual Cup</p>	To learn what periods are and different ways to manage them
1 hour	Taboo	To acknowledge that periods are normal and feel confident discussing them.
1 hour	First Aid	To understand how and when to contact the emergency services and what to do until they arrive.
1 hour	Fire safety	To know what steps to take in the event of a fire

1 hour	De-escalate	To understand personal safety in increasingly independent contexts, including navigating traffic and dangerous situations.
1 hour	Personal Hygiene	To learn how to make healthy and informed decisions about maintaining hygiene and dental health
1 hour	Diet Eating disorder Eating problem	To learn how to have a balanced diet and quality sleep.

1 hour	Passive behaviour Aggressive behaviour Assertive behaviour	To learn how to manage external influences and be responsible for our own decisions
1 hour	online social media role model cyberbullying	To learn about the positive aspects of social media and the online space.
1 hour		
1 hour		
1 hour		

## Learning Outcomes

Students will be able to:

- consider the differences between primary and secondary
- manage the challenges of moving to a new school
  - know where to go in the school for support
- identify, express and manage their emotions in a healthy way

Students will be able to:

Explore the ways in which they may become more independent at school  
Critically think about the positive and the more challenging aspects of increased independence  
Recognise the importance of taking responsibility for oneself as a part of increased independence. This includes creating routines and practicing self-discipline.

~~Understand that even though they become more independent, this does not~~  
Students will be able to:

Explore the ways in which they may become more independent at home and more generally outside of school.  
Critically think about the positive and the more challenging aspects of increased independence  
Recognise the importance of taking responsibility for oneself as a part of increased independence. This includes taking steps to ensure one's own

Students will be able to:

understand how to make new friends and understand our differences  
understand that people's brains function differently which leads to differences in behaviour

Students will be able to:

Understand why it is important to treat others with respect  
Identify respectful and disrespectful behaviours, including actions, and (body) language  
Recognise the need to treat also those with respect that are different from you or that are not your friends

Students will be able to:

Understand the importance of communicating online in a kind way.  
Consider the advantages and disadvantages of online communication.  
Distinguish between healthy and unhealthy phone use.  
Set boundaries around online communication and phone use, and accept others' boundaries.  
Be active bystanders when witnessing mean or inappropriate behaviours online.

Students will be able to:

- identity factors that can contribute to somebody's identity
- gain self awareness through exploring their personal identity and identifying core values
- share parts of their identity with another person in order to establish a relationship, including online e.g. background, hobbies, likes/dislikes
- explore ways to safely communicate identity online

Students will be able to:

- describe how gender, race, religion, disability and sexual orientation can shape their identity and their core values
- gain an awareness of stereotyping, prejudice and discrimination
- explore ways to challenge stereotypes, prejudice and discrimination

Students will be able to:

- Identify what communities they are part of and how the feeling of belonging contributes to wellbeing
- explain how to demonstrate respect in the school community
- develop an appreciation for diversity in communities and society as a whole
- learn how to show respect for – or respectfully challenge when necessary – the values, beliefs and opinions of others, including online

Students will be able to:

describe why harassing or bullying others is hurtful and disrespectful  
develop compassion and the ability to empathise with peers including  
recognising loneliness and isolation, and strategies to include others  
recognise all kinds of bullying including the difference between banter and  
bullying

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develop compassion and the ability to empathise with peers including  
recognising loneliness and isolation, and strategies to include others  
recognise all kinds of bullying including the difference between banter and  
bullying  
practice strategies for challenging bullying, including online  
know how and where to communicate concerns about friendships and  
bullying, including online

Students will be able to:

describe the body parts involved with sexual health and reproduction  
describe the functions of the parts involved in the reproductive system  
acknowledge that it is normal to be curious and have questions about their  
bodies and sexual functions  
acknowledge that everyone's body is unique and that variations exist in  
size, shape, functioning and characteristics

Students will be able to:

describe the body parts involved with sexual health and reproduction  
describe the functions of the parts involved in the reproductive system  
acknowledge that it is normal to be curious and have questions about their  
bodies and sexual functions  
acknowledge that everyone's body is unique and that variations exist in  
size, shape, functioning and characteristics  
understand what happens during sex

Students will be able to:

show acceptance of a variety of physical appearances  
acknowledge that physical appearance does not determine a person's  
worth as a human being  
know how to manage influences on body satisfaction, e.g. media  
explore ways to develop self confidence and feelings of self worth

Students will be able to:

acknowledge that physical, emotional, social and cognitive changes are a normal part of adolescence  
consider the impact of puberty on emotional wellbeing and self concept  
compare the similarities and differences between girls and boys  
recognise puberty may be particularly challenging for some children

Students will be able to:

consider menstrual wellbeing and strategies to manage it  
recall how gender inequality can contribute to feelings of shame and fear during menstruation  
recognise that it is important for all people who menstruate to have access to period products, clean water and private toilet facilities during their menstruation

understand the taboo surrounding periods and how we can manage that  
learn about how we can increase period positivity  
understand how to support others in their period journey

Students will be able to:

know how to assess when to contact emergency services  
know how to approach a casualty and react in an emergency  
practise the recovery/safer airway position

Students will be able to:

know how to assess when to contact emergency services  
know what to do if there is a fire  
understand why fire drills are important  
start thinking about fire safety at home

Students will be able to:

Understand how to spot danger and how to navigate a dangerous situation

Know how to stay safe in traffic and whilst getting about

Understand de escalation techniques they could use in dangerous situations

Students will be able to:

understand what hygiene means and how to have good personal hygiene

be clear on routines should be left to personal choice

consider their hygiene routines and reflect on how often they do each routine

explain what good oral hygiene looks like and how to achieve it

Students will be able to:

understand about influences on diet and exercise choices

understand what makes up a healthy diet

recall the importance of sleep and maintaining healthy sleep habits

Students will be able to:

know how to distinguish between healthy and unhealthy friendships  
compare how friends can influence one another positively and negatively  
know how to recognise passive, aggressive and assertive behaviour, and  
how to communicate assertively  
understand that there are many factors that influence people's decisions  
about behaviour, some of which are out of their control

Students will be able to:

Use social media positively, to form stronger and healthier relationships  
with the people around them.

Identify that content is not always suitable for all ages and the reasons why.

**Discussion questions**

What excites you about starting secondary school?

What are you not sure about?

What worries you about it?

What are emotions?

What are things about having more independence at school that you look forward to?

What are things about having more independence at school that worry you?

What are the benefits of having good routines?

What are the benefits of having self-discipline?

What kind of feelings do you think your parents/carers have about giving you more independence?

What can you do to make sure your parents/carers can trust that you are able to handle independence?

What can be the risks in being out and about or online without an adult watching you?

What did you learn and find interesting to hear about how neurodivergence affects friendships and how people behave?

What could someone do to make it easier for neurodivergent children to be themselves?

Why do you think some people act in disrespectful ways?

How can someone benefit themselves from behaving respectfully towards others?  
Consider friendships, school, career...

What are the positives and negatives of communicating online compared to in person?

Your friends might have different expectations about how much and how quickly to message - how can you make sure you're on the same page?

What else can friends do to connect apart from messaging online?

Jenna mentions reporting comments online. What else can you do if you see bullying online, for example in a group chat?

How can we use group chats in a kind and responsible way?

What are values?

What does "identity" mean?

What can lead to someone's values and identity changing?

Why is it important to have self-awareness?

How can you find out whether someone's values or identity is similar to yours? Is it

What are stereotypes?

Do you make assumptions about others when you see them?

What is problematic about making assumptions based on stereotypes?

How would you challenge someone if they made a judgement of you or someone else based on a stereotype?

What are ways to stand up for yourself and others if you feel they are being treated

Why can feeling part of a community be important to us?

Who is in our school community?

What are our responsibilities for others in your school community?

What does Praise do to help people feel more comfortable?

Bradley says you need to look out/look after people. How can we do this?

How can we make sure that different people feel included in the school community?

What other examples can you give of bullying or 'banter' that you have seen or experienced in school?

What are some of the underlying reasons for someone bullying someone else?

Have your views on bullies changed?

Do you think it's as important to support bullies as well as victims of bullying?

How can we support bullies?

If you realised that you were someone causing harm to another, how would you make it right?

How can classmates support a person who is being bullied?

If you witness bullying, would you be more likely to act if you are the only person seeing it, or if there is a big group of people? Why?

Why does the bystander effect occur?

What can be the consequences if the bystander effect happens?

How can we keep it from happening?

Why could be useful to use the correct terminology?

Were there any body parts that you didn't know about?

When do you think you should visit a doctor?

Is it OK to be curious about your body? Who could you ask if you have questions?

What questions do you think someone would have about sex if they didn't know anything before this lesson?

What different kinds of sex did the expert talk about?

Who can have sex with each other?

What parts of their body did the people on the video not like about themselves? Why do you think this is?

What or who made them feel better about themselves? What advice do they give?

Who or what influences how good we feel about ourselves? What about social media - is that a big influence?

Think about how you found that activity. Was it easy or hard?

Do you find it easier to compliment other people rather than yourself? Why do you think

Were there any puberty changes that surprised you or that you had forgotten about?

How could puberty be different for different people?

Puberty means different things for different people. We tend to compare ourselves with others. Why might this be a problem during puberty?

What were some of the difficulties the people in the video faced?

Describe to your neighbour what a period is, after watching the video.

What questions do you have about periods and period products?

Were all the experiences you heard about, the same or were they different? How?

What are some of the challenges people face when they have their periods?

Do you think the two adverts are period positive?

Why or why not?

Do you think they view periods as shameful, or dirty, or as normal?

What do Salma's parents think about periods? Why do you think they believe these things?

When might you need to use first aid?

Can you name some situations when you would need first aid?

Why is it important to know basic first aid skills?

How can you contact emergency services?

What are examples of situations in which to call emergency services?

Why is it important to call emergency services and shout for help, rather than just trying to deal with the situation yourself?

What does DR ABC stand for?

When and why should someone be put into the safer airway/recovery position?

What is the first thing you do if there is a fire?

Who is the most important person in any fire situation?

What should you do if you find yourself in a situation with lots of smoke?

What do you do to stay safe on a daily basis as you travel and go about your day and evening?

What is different about travelling at night versus in the daytime?

Do you think travelling alone is safer for some people than for others? Why/why not?

How can you know whether a situation is dangerous or not?

Would you have reacted in the same way as the young people in the video?

If you're faced with a conflict, what are ways to make sure that the situation does not get violent?

Can you think of other examples of unsafe situations that can happen in everyday life?  
How would you react?

Why is personal hygiene important?

What can happen if we don't take care of our bodies?

What happens if we don't take care of our teeth?

How can building healthy habits early on help us later in life?

Do you agree with Praise's definition of a healthy diet? Why/why not?

Which foods give you energy? Which foods make you feel tired?

What is an example of healthy snack?

Why is sleep so important?

What happens if you don't get enough sleep?

What are some things that you can do to help you sleep?

What can we do if we feel like our friends are having a negative influence on us?

How can we know what is right for ourselves in a situation without relying solely on others' opinions?

What are positive and negative aspects if people have fixed roles within a friendship group?

How may someone's role in a friendship group impact whether they get influenced by others?

What are the factors that influence the way we make a decision? E.g where to go on holiday, what shoes to buy? What GCSE options we take? What sports we play?

In what kind of situations can assertive behaviour be helpful?

Why could it be hard for someone to be assertive towards their friends?

What is your advice for someone who'd like to be more assertive towards others?

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**Additional lesson due to lack of PSHE association coverage**

<p><b>Peer videos included in lesson</b></p>	<p><b>Expert videos included in lesson</b></p>	<p><b>Alignment with PSHE Association Programme of Study - Learning Opportunities</b></p>
<p><u>What is your advice to someone starting secondary school?</u></p>		<p>H1, H6, H12, R13, R14</p>
		<p>L1, H13, H6, H13, R15, R16,</p>
		<p>H22, L21, R17,</p>
<p><u>Good ways to make new friends</u></p> <p><u>How does your neurodivergence influence the way you learn and make friends?</u></p>	<p><u>Emotional Response - how we manage our emotions</u></p>	<p>H1, H6, H12, R13, R14</p>
	<p><u>How to treat others respectfully and without bias</u></p>	<p>H4, R3, R39, R14, R15, R16</p>

<p><u>Have you seen discrimination or bullying happen online, what did you do?</u></p>		<p>H2, H5, H13, H3, H30, R42, R38, L21</p>
<p><u>What are your values? (young edition)</u></p>	<p><u>What are values and why are they important?</u></p> <p><u>What is identity and what makes up someone's identity?</u></p>	<p>H1, R3</p>
<p><u>What assumptions do others make about you?</u></p>	<p><u>What are stereotypes? How do they influence our behaviour?</u></p>	<p>R3, R39, R41</p>
<p><u>Why can feeling part of a community be important to us?</u></p> <p><u>What are our responsibilities for others in your school community?</u></p>		<p>H1, H2, R3</p>

<p><u>What's the line between banter and bullying in school and then online?</u></p> <p><u>What is your advice for someone being bullied?</u></p> <p><u>What are some of the underlying reasons for someone bullying someone else?</u></p>		<p>R38, R40</p>
		<p>R38, R43</p>
	<p><u>Why is it helpful to use medical terminology?</u></p> <p><u>The reproductive system of people assigned female at birth</u></p> <p><u>The reproductive system of people assigned male at birth</u></p>	<p>R3, R4, H1</p>
	<p><u>What happens during sex?</u></p>	<p>R3, R4</p>
<p><u>What do you like about your body? What do you find harder to accept?</u></p> <p><u>What is 'self care' for you?</u></p>		<p>H3, H10, H1</p>

<p><u>How was puberty for you?</u></p>		<p>H34, R3, R4</p>
<p><u>Which period products do you like to use?</u></p> <p><u>How did/do you feel about getting your period?</u></p>	<p><u>What are periods?</u></p>	<p>H34</p>
<p><u>Why might people find it hard to talk about periods?</u></p>		<p>H34, H5</p>
<p><u>What first aid skills do you have?</u></p> <p><u>Have you or someone you know ever had to call emergency services? Explain what happened.</u></p>	<p><u>First aid expert - What is first aid?</u></p> <p><u>How do you know whether something is an emergency?</u></p> <p><u>How do you contact emergency services?</u></p>	<p>H33 (just no CPR or defibrillators), H30</p>
	<p><u>What do you do in case of a fire?</u></p>	<p>H31, H33 (getting help in an emergency)</p>

<p><u>What do you do to stay safe on a daily basis as you travel and go about your day and evening?</u></p> <p><u>How do you stay safe in traffic?</u></p> <p><u>Have you ever been in a dangerous situation? What did you do?</u></p>		<p>H30, H31, R19</p>
<p><u>Why is personal hygiene important? What is your daily routine?</u></p>		<p>H20</p>
<p><u>What is a healthy diet for you? Would you say your diet is healthy?</u></p> <p><u>How much sleep do you need?</u></p>		<p>H15, H18, H17</p>

<p><u>How can our friends influence us in positive and in negative ways?</u></p> <p><u>What role do you play in your friendship group?</u></p>		H5, H6, R42, R19
		L22
		L3, L9
		L2
		L1, L6

<b>RSHE statutory objectives</b>	<b>Parent withdrawal</b> <a href="#">Disclaimer: Schools need to consider their own definition of 'Sex education' as outlined in DfE guidelines.</a>
that they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority and tolerance of other people's beliefs.	No
	No
	No
key facts about puberty, the changing adolescent body and menstrual wellbeing, including brain development.  how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	No
that they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority and tolerance of other people's beliefs.	No

<p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>No</p>
<p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>"how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p>	<p>No</p>
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<p>that they can expect to be treated with respect by others, and that in turn they should show respect to others, including people in positions of authority and tolerance of other people's beliefs.</p>	<p>No</p>

<p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>No</p>
<p>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>No</p>
<p>the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>key facts about puberty, the changing adolescent body and menstrual wellbeing, including brain development.</p>	<p>Please see withdrawal guidance.</p>
<p>the main changes which take place in males and females, and the implications for emotional and physical health.</p>	<p>Please see withdrawal guidance.</p>
	<p>No</p>

<p>the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>key facts about puberty, the changing adolescent body and menstrual wellbeing, including brain development.</p>	<p>Please see withdrawal guidance.</p>
<p>the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>key facts about puberty, the changing adolescent body and menstrual wellbeing, including brain development.</p> <p>about menstrual and gynaecological health, including what is an average period, period problems such as premenstrual syndrome, heavy menstrual bleeding, endometriosis, and polycystic ovary syndrome (PCOS), and when to seek help from healthcare professionals.</p>	<p>No</p>
<p>the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>about menstrual and gynaecological health, including what is an average period, period problems such as premenstrual syndrome, heavy</p>	<p>No</p>
	<p>No</p>
	<p>No</p>

	No
	No
	No

<p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>where and how to report concerns and get support with issues online.</p> <p>that for most people the internet is an integral part of life and has many benefits.</p> <p>how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p>	<p>No</p>
<p>why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>No</p>
	<p>No</p>
	<p>No</p>
	<p>No</p>