

YEAR 7 – MEDIUM-TERM OVERVIEW

Half term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn 1	<p>Economic wellbeing: Evaluating value for money; Debt, fraud and personal values around finance; Financial exploitation</p> <p>PoS refs: L15, L16, L17, L18, L19, L21, L27</p>	<ul style="list-style-type: none"> about financial choices including saving, spending and budgeting about attitudes and values in relation to finance, including debt and pay day loans how to manage influences over financial decisions how to manage emotions in relation to finance to recognise risk and financial exploitation and access help and advice 	<p>Barclays LifeSkills: Money skills lessons 1-4</p> <p>Cifas: Anti-fraud</p> <p>Bank of England: econoME</p>
Autumn 2	<p>Healthy lifestyles: Physically and mentally healthy lifestyles; Healthy sleep habits; Dental health; Managing stress; Accessing health services</p> <p>PoS refs: H3, H5, H13, H14, H15, H16, H17, H18, H20, H21, H34</p>	<ul style="list-style-type: none"> how to manage influences on healthy lifestyle choices including diet and physical activity about the link between sleep and wellbeing how to maintain healthy sleep habits how to balance time between school work, leisure, exercise and time spent outdoors and online how to manage influences on, and maintain, good oral hygiene and dental health strategies to manage stress, puberty and the physical and mental changes that are a part of growing up how to access health services 	<p>PSHE Association – The Sleep Factor</p> <p>Medway Public Health Directorate relationships and sex education schemes of work for KS3</p> <p>Rise Above - Sleep</p> <p>Rise Above - Online Stress and FOMO</p>
Spring 1	<p>Substances: Social norms regarding drugs, alcohol and tobacco; Myths and misconceptions; Influence and risks relating to substance use</p> <p>PoS refs: H5, H23, H24, H25, H26, H27, H28, H29</p>	<ul style="list-style-type: none"> about substance use and misuse, including laws relating to this about the effects of alcohol, tobacco, nicotine and e-cigarettes about attitudes and social norms regarding substances about dependence, including the over-consumption of caffeine-based energy drinks how to safely use over the counter and prescription medications how to manage peer influence in relation to substance use 	<p>Rise Above - Smoking</p> <p>Rise Above - Alcohol</p> <p>PSHE Association - Managing peer influence</p> <p>*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020</p>

<p>Spring 2</p>	<p>Careers:</p> <p>Developing enterprise skills; The world of work and young people's employment rights; Enterprise project</p> <p>CROSS-YEAR, GROUP WITH Y5</p> <p>PoS Refs: R15, R16, L1, L4, L5, L11, L13</p>	<ul style="list-style-type: none"> • how to be enterprising • about different types of career and work patterns • how to identify abilities and qualities required for different careers • about young people's employment rights • about ethical and unethical business practices and consumerism • Project guidance: Design a business around a topic that could be voted on by pupils. Activities could include planning the business, budgeting and costing for products and advertising, considering environmental impacts. Year 7 take leadership roles and consider how to give fair and appropriate opportunities to everyone in their group. 	<p>Barclays LifeSkills</p> <p>Bank of England - econoME</p>
<p>Summer 1</p>	<p>Relationships:</p> <p>Healthy and positive relationships, including intimate relationships; Expectations and stereotypes in relationships; Managing strong feelings; The concept of consent</p> <p>PoS refs: R1, R2, R5, R9, R10, R11, R14, R16, R18, R27, R37, R39, L21, L25</p>	<ul style="list-style-type: none"> • about different types of relationships and the qualities and behaviours associated with positive relationships • about media stereotypes and their effect on relationship expectations • how to manage expectations for romantic relationships • how to manage strong feelings in relationships • how to identify unhealthy relationships and seek support when necessary • about the concept of consent • how to seek and give/not give consent in a variety of contexts 	<p>PSHE Association: Guidance on teaching about consent in PSHE education - Lesson 1</p> <p>Medway Public Health Directorate relationships and sex education schemes of work for KS3 - Lessons 2 & 3 Year 7</p> <p>NSPCC – Making sense of relationships</p> <p>Disrespect NoBody</p> <p>BBFC – Making Choices: Sex, Relationships and BBFC Age ratings</p>
<p>Summer 2</p>	<p>Friendships and diversity:</p> <p>Respectful relationships and conflict resolution, including online; Equality, diversity and tackling prejudice-based bullying and discrimination, including online</p> <p>PoS refs: R1, R3, R4, R5, R9, R13, R14, R16, R17, R19, R37, R38, R39, R40, R41, R42, L20, L22, L23, L26, L27</p>	<ul style="list-style-type: none"> • how to develop self-worth and confidence to support decision making • to manage influences on beliefs and decisions • strategies for managing group-think and persuasion • about gender identity, transphobia and gender-based discrimination; homophobia and biphobia; racism and religious discrimination; and disability discrimination • strategies to challenge prejudice-based bullying and discrimination • how to access support services in relation to inclusion or discrimination 	<p>#ImWithSam – Anti-disability discrimination</p> <p>Barnardo's – Secondary Resource Pack – Anti-HBT Bullying</p> <p>Metro – KS3 Sexual Orientation & Gender Identity. Smashing Stereotypes & Feeling Proud</p> <p>PSHE Association - Managing peer influence</p> <p>Rise Above – Bullying and Cyberbullying</p> <p>Rise Above – Forming positive relationships</p> <p>Childnet – Crossing the Line</p>