

Unit of Work Overview: *Refer to detailed schemes of work for full lesson itineraries*

L4L	Year Group: 7	
	PSHE	
Unit Objectives		
1	<p>Relationships and sex education: facts <i>What happens at puberty?</i> <i>How are babies made</i></p> <p>Relationships and sex education: feelings <i>Why am I feeling like this?</i> <i>Boys and girls – is there a difference</i></p>	2
3	<p>Emotional wellbeing <i>What am I good at?</i> <i>What does assertiveness mean?</i></p> <p>Risk & safety <i>What do we mean by risk?</i> <i>How do we manage risky situations?</i> <i>How do I practice refusal skills?</i> <i>How can we tackle bullying?</i></p>	4
5	<p>Planning for the future <i>How do I work best with others?</i> <i>How can we improve our communication skills?</i> <i>What do I want and how do I get it?</i> <i>How do I plan for my future?</i></p>	6
Assessing prior learning:		Out of Classroom Learning Experience:
Students would have studied PSHE/sex education/citizenship during their time at Primary School.		Sikh studies
R Cross –Curricular Links		SMSC Opportunities –
<p>PLTS</p> <p>Team Workers</p> <ul style="list-style-type: none"> Collaborate with others to work towards common goals Adapt behaviour to suit different roles and situations, including leadership roles Show fairness and consideration to others Provide constructive support and feedback to others. <p>Reflective Learners</p> <ul style="list-style-type: none"> Assess themselves and others, identifying opportunities and achievements 		<p>Social</p> <ol style="list-style-type: none"> Teamwork Peer learning Communication – speaking & listening Leadership tasks, activities and roles <p>Moral</p> <ol style="list-style-type: none"> Concept of Self-discipline to perform and excel Fair Play & Sportsmanship Behaviour & etiquette <p>Cultural</p> <p>Role Models (non-stereotypes)</p> <p>Spiritual</p> <ol style="list-style-type: none"> Reflection Path of right and wrong

<ul style="list-style-type: none"> • Set goals with success criteria for their development and work • Review progress, acting on the outcomes • Invite feedback and deal positively with praise, setbacks and criticism • Evaluate experiences and learning to inform future progress 	<p>3. Accepting challenge 4. Encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why?' 'how?' and 'where?' as well as 'what?' 5. Team building – Motivation, determination and character building</p>
<p>AFL/ Extended writing Tasks –</p>	<p>Literacy</p>
<p>Extended written task to be completed each term which is to be specific to the topic that has been studied. Written tasks to be specific to reflective thinking.</p>	<p>Literacy- Correct terminology of Key words opposite. Making correct observations in discussion work. Basic analysis of discussion in comparison of own and others opinions. Development of higher level questioning. Students to become more independent in their thinking and analysis of how to articulate thoughts and discussion.</p>
<p>R Numeracy</p>	<p>Practical Work</p>
	<p>Group and class discussions Role plays Scenarios</p>