

## YEAR 7 – My new school – Autumn Term 1

1	2	3
<b>PRIMARY V SECONDARY – WHAT'S THE DIFFERENCE?</b>	<b>GETTING TO KNOW THE SCHOOL</b>	<b>WHO'S WHO?</b>
To know the name of their new school, tutor group staff and members of their tutor group.	To know where the key areas of the school are.	To know the names of everyone in their class.
To understand how primary and secondary schools are different.	To know what some of the green and red choices are.	To know the names of all of their teachers.
To be able to identify some worries they may have about their new school.	To understand how to move around the site safely and sensibly.	To know where to go to find each member of staff.
4	5	6
<b>PASSPORT TO A NEW SCHOOL</b>	<b>EXPECTATIONS AND VALUES</b>	<b>SUBJECT SPECIALISTS</b>
To be able to identify some of their likes and dislikes.	To know what the school motto is.	To be able to identify each subject on their timetable.
To be able to identify some key information about themselves for teachers.	To know what the 6 school values are.	To be able to identify what each subject includes.
To be able to recognise some of their own strengths and weaknesses.	To understand what 'be your best you' means.	To understand how each subject will help them.
7	8	
<b>PROBLEM SOLVING</b>	<b>HOW ARE YOU GETTING ON?</b>	
To know someone they could go to if they had a problem in school.	To be able to identify one thing that they feel is going well for them in school.	
To know the right person to go to if they had a problem in school.	To be able to identify things that are going well and things that they are finding hard.	
To be able to solve simple problems by themselves.	To be able to identify some good advice for a new pupil at a school.	

## YEAR 7 – Good to be me – Autumn Term 2

1	2	3
<b>WHAT MAKES US UNIQUE?</b>	<b>HOW DO I FIT IN?</b>	<b>WHAT MAKES ME AMAZING?</b>
To know that everyone is different.	To know what physical features make them special.	To know something that they are great at.
To know how some people are different.	To know what skills they are good at.	To know a range of things that they are good at.
To understand what makes them special.	To understand the difference between skills and qualities.	To understand how they can use these strengths to help overcome any areas they find hard.
4	5	6
<b>BEING POSITIVE</b>	<b>PERSONAL FACT FILES 1</b>	<b>PERSONAL FACT FILES 2</b>
To know what being positive means.	To be able to identify some key information about themselves.	To be able to present their work to an audience.
To understand the importance of having a positive mind-set.	To be able to present their information visually.	To be able to speak clearly in front of an audience.
To understand what being resilient means.	To understand the best way to present their work.	To be able to use audio visual skills to present effectively.
7	8	
<b>2 MINUTE TALK (1)</b>	<b>2 MINUTE TALK (2)</b>	
To be able to identify something that really interests them.	To be able to present their work to an audience.	
To know some key information about that interest.	To be able to speak clearly in front of an audience.	
To be able to plan how to communicate this information effectively.	To be able to use audio visual skills to present effectively.	

## YEAR 7 – Friendships and bullying – Spring Term 1

1	2	3
<b>WHAT IS A GOOD FRIEND?</b>	<b>MAKING &amp; MAINTAINING FRIENDSHIPS</b>	<b>PEER PRESSURE &amp; TOXIC FRIENDS</b>
To identify the characteristics of a good friend.	To know some strategies for making friendships.	To know what peer pressure is and how to deal with it.
To identify the most important characteristic of a good friend to them.	To know some strategies for maintaining friendships.	To know what a toxic friend is and how to spot one.
To understand the difference between a good and bad friend.	To understand which strategies to use in different situations to maintain friendships.	To know some strategies for dealing with toxic relationships.
4	5	6
<b>BULLYING 1</b>	<b>BULLYING 2</b>	<b>SHOW YOUR LEARNING</b>
To know some different types of bullying.	To know to tell and who to tell if they are being bullied.	To identify some key information about bullying.
To know the difference between bullying and other forms of unfriendliness.	To know some strategies to avoid being bullied.	To demonstrate understanding of what bullying is and how to deal with it.
To understand how to protect themselves from cyberbullying.	To know some strategies for dealing with bullying.	To create an anti-bullying slogan.

## YEAR 7 – Personal Hygiene – Spring Term 2

1	2	3
<b>MY BODY</b>	<b>HYGIENE ROUTINES 1</b>	<b>HYGIENE ROUTINES 2</b>
To know the correct terminology for their main body parts.	To know what personal hygiene means.	To know how to wash their hands correctly.
To know the correct terminology for their private body parts.	To be able to identify what an effective personal hygiene routine should include.	To understand the importance of handwashing.
To understand which hygiene items they might use on different body parts.	To understand how to wash their body effectively.	To know how to keep their clothes clean.
4	5	6
<b>DENTAL HYGIENE</b>	<b>CONSEQUENCES OF POOR HYGIENE</b>	<b>SHOW YOUR LEARNING TASK</b>
To know what a good dental hygiene routine consists of.	To know some physical effects of poor personal hygiene.	To be able to identify some key information about personal hygiene.
To know some consequences of poor dental hygiene.	To know some social effects of poor hygiene.	To demonstrate some understanding of the topic.
To be able to brush their teeth effectively.	To understand how poor hygiene can have a negative effect on overall health and wellbeing.	To communicate effectively some top tips or facts about their topic.

## YEAR 7 – Good Mental Health – Summer Term 1

1	2	3
<b>THINK POSITIVELY</b>	<b>LOOKING AFTER YOURSELF</b>	<b>MINDFULNESS</b>
To know the difference between positivity and negativity.	To know what makes them happy.	To be able to take part in some mindfulness activities.
To understand what positive thinking means.	To know the difference between physical and mental health.	To know some mindfulness activities they could try.
To understand the impact positive thinking can have on our mental health.	To understand what a 'coping skills toolbox' is.	To understand how mindfulness can have a positive impact on mental health.
4	5	6
<b>ANXIETY, ANGER AND DEPRESSION</b>	<b>GETTING HELP</b>	<b>SHOW YOUR LEARNING</b>
To know what anxiety and depression mean.	To know how to improve their own mental health.	To be able to identify some key information about good mental health.
To know some causes and signs of anxiety and depression.	To know where they could get support for their own or others mental health.	To demonstrate some understanding of the topic.
To understand how mental health issues can impact negatively on people's lives including self harm.	To understand what type of help is available.	To communicate effectively how mental health can be improved.

## YEAR 7 – Puberty – Spring Term 2

1	2	3
<b>WHAT IS PUBERTY AND WHEN WILL IT HAPPEN?</b>	<b>PHYSICAL CHANGES (1)</b>	<b>PHYSICAL CHANGES (2)</b>
To know the correct terminology for their private body parts.	To know some physical changes they might experience at puberty.	To know what physical changes are specific to boys or girls.
To know the difference between private and public body parts.	To know some physical changes for boys and girls at puberty.	To know what periods, erections or wet dreams are.
To understand that everyone develops at different rates.	To understand why some of these changes happen.	To understand why these happen.
4	5	6
<b>EMOTIONAL CHANGES</b>	<b>COPING WITH PUBERTY</b>	<b>SHOW YOUR LEARNING TASK</b>
To identify and recognise different emotions they may feel.	To know that puberty is just one of many changes they will go through as they grow up.	To be able to identify some key information about puberty.
To understand that puberty may affect their emotions.	To understand how puberty can affect personal hygiene.	To demonstrate some understanding of the topic.
To understand how to manage their emotions during puberty.	To be able to identify strategies to help when going through changes at puberty.	To communicate effectively some top tips or facts about their topic.