

# LONG TERM PLANS

## Year Overview (PSHE – Year 7)

Humanities Faculty	
PSHE Year 7	
Autumn and Spring term	
Topic 1	Topic 2
<p><b>Healthy minds</b> <i>Aims:</i></p> <ul style="list-style-type: none"> <li>To think critically about intelligence and learn about IQ tests</li> <li>To identify barriers to learning and how to overcome these</li> <li>To understand the difference between growth and fixed mindsets, and to understand the impact that these different mindsets have</li> <li>To consider personal learning orientations and mindsets</li> <li>To learn about the structure of the brain</li> <li>To learn about brain development in the context of learning</li> <li>To learn that mistakes and challenges are important parts of learning</li> <li>To understand that everyone faces challenges and mistakes, and that it is how we deal with them that determines success</li> <li>To learn about language associated with fixed and growth mindset</li> <li>To understand helpful and unhelpful language associated with learning</li> <li>To personally evaluate areas of learning that require more effort</li> <li>To learn about stereotypes (what they are, and the fact that they are too general to be true)</li> <li>To think about stereotypes in the context of learning (subject stereotypes, gender stereotypes, achievement stereotypes)</li> <li>To appreciate that our decisions and response to challenges have consequences and are our own responsibility</li> <li>To challenge pre-held beliefs about effort, talent and luck</li> <li>To identify the journeys of inspirational people</li> <li>To link these in with what we have learnt about mindsets, language, responses to challenges and failures, ect.</li> <li>Consider how we will use and implement what has been learnt in the future.</li> </ul> <p><b>Key Assessment Activity:</b> Writing assessment Participating in a game</p>	<p><b>Safety</b> <i>Aims:</i></p> <ol style="list-style-type: none"> <li>14 what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)</li> <li>15. what might influence their decisions about eating a balanced diet</li> <li>34. the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</li> <li>20. to understand risk within the context of personal safety, especially accident prevention and road and cycle safety (through the Bikeability programme)</li> <li>1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices</li> <li>16. how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self</li> </ol> <p><b>Key Assessment Activity:</b> Discussion Teacher assessment Writing activity</p>

<b>Summer term</b>	
<b>Topic 3</b>	
<p><i>Aim: Careers</i></p> <p>3. 12. about different work roles and career pathways, including clarifying their own early aspirations 3. 12. about different work roles and career pathways, including clarifying their own early aspirations 3. 18. to assess and manage risk in relation to financial decisions that young people might make</p> <p><b>Key Assessment Activity:</b> Compete task sheets Life plan</p>	