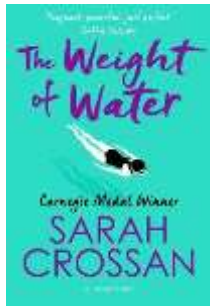









Year 7 PSHE Knowledge Organiser - Overview

School Values		Core Themes	
Ambition	desire and determination to achieve success	Health and Wellbeing	Unit 1: Transition to secondary school; personal safety; online safety; basic first aid Unit 4: Health; puberty; consent; FGM
Friendship	A relationship between people with mutual trust and support	Relationships	Unit 3: Diversity; prejudice; bullying Unit 6: Romance; friendships; online relationships; boundaries
Integrity	being honest and having strong moral principles. Doing the right thing	Living in the Wider World	Unit 2: Careers; teamwork; enterprise skills Unit 5: Saving; borrowing; budgeting
Resilience	the capacity to recover quickly from difficulties		
Respect	To act in a way that shows an awareness of someone's wishes		
British Values			
Democracy	a country in which the people choose their government by voting for it.		
Liberty	Having the freedom to make your own choices		
Respect	To act in a way that shows an awareness of someone's wishes		
Rule of Law	Everyone must follow the law		
Tolerance	allowing other people to say and do as they like, even if you do not agree or approve		
		<h3>The Weight of Water</h3> <p>This novel focuses on the experiences of an eastern European girl who moves to England and starts a secondary school. It addresses the key issues of:</p> <ul style="list-style-type: none"> • Moving to a new country • Starting a new school • Relationships • Poverty • Bullying • Cultural differences / Prejudice 	<h3>My Sister Lives on the Mantelpiece</h3> <p>This novel focuses on the experiences of a young boy whose sister dies in a terrorist attack, followed by the breakup of his parents' marriage. It addresses the key issues of:</p> <ul style="list-style-type: none"> • Prejudice • Family relationships • Friendships • Bullying 
		<ul style="list-style-type: none"> • Your Tutor • Your Head of Year (RLH) • Ms Hilton • Ms Wheeler • Mr O'Connell • Learning Support School Counsellor 	    

Year 7 PSHE Knowledge Organiser - Unit 1: Personal Safety

Key Terms	
Quality	A characteristic or attribute
Skill	Something that you do well
Strength	A good quality or attribute in a person
Value	Something that you think is important in life
Interests	An activity which you enjoys doing
Routines	Something that you do regularly
Risk	A situation involving exposure to danger
Safety	Something aimed at protecting from risk, danger or injury
Independent	Not depending on something else
Emotions	Thoughts, feelings, behavioural responses that develop from our circumstances, mood, or relationships
Positive relationships	Make you feel good about yourself. They involve kindness, support, respect, trust, honesty
Social media	Any digital tool that allows users to quickly create and share content with the public.

Tips for making friends
Be yourself – people will like you for who you are
Take an interest in other people – listen to them
Make an effort to meet new people – join a club

Tips for staying safe in the community
Always tell someone where you are going and what time you will be back
Make sure that your phone is charged and you have money for the bus
Never walk home alone

Tips for staying safe online
Do not share your contact details with anyone unless you know them
Only share content that you would be happy for an adult to see
Treat people the same online as you would in 'real life'

Emergency First Aid	
999	Emergency telephone number
CPR	An emergency procedure that combines chest compressions often with artificial ventilation
Defibrillator	A device that gives an electric shock to the heart of someone who is in cardiac arrest

Support in School
<ul style="list-style-type: none"> Your Tutor Your Head of Year (RLH) Ms Hilton Ms Wheeler Mr O'Connell Learning Support School Counsellor

Steps to CPR

- 1 Shake and shout**
Check if the area is safe, if the person is responsive and shout for help.
- 2 Check for breathing**
Regular breathing or gasping is not normal.
- 3 Call 999 and use someone for a defibrillator**
Continue CPR and follow the defibrillator's instructions.
- 4 Give 20 chest compressions**
- 5 Give two rescue breaths**
- 6 Repeat until the emergency services take over**

Where to get more help

Year 7 PSHE Knowledge Organiser - Unit 4: Aspirations

Key Terms	
Aspiration	a hope or ambition of achieving something
Ambition	desire and determination to achieve success
Attribute	a quality part of someone's character
Career	A job that you do for a long time with opportunities for progress
University	A place which offers a higher level of education
Undergraduate	someone currently studying at university
Opportunity	A chance to do something eg. promotion
Resilience	the capacity to recover quickly from difficulties
Research	To investigate or study in order to establish facts and reach conclusions
Internship	Working somewhere, often without pay, in order to gain work experience

Key employment skills	
Communication	Being able to share ideas and information, and to listen to others'. This includes verbal, non-verbal and written forms of communication
Teamwork	Being able to work with others effectively, sharing ideas; giving and receiving feedback; organisation; being flexible; commitment
Problem solving	Being able to think logically and creatively for solutions; determination; resilience; resourcefulness; communication and teamwork.
Positive attitude	This means taking a 'can-do' approach to your challenges, recognising and celebrating your successes. Showing resilience when facing difficulties
Leadership	being able to motivate and inspire people; being able to delegate. communicating effectively; being confident and clear about your goals,
Self-management	Being able to plan, prioritise, and be committed so that you can use time, energy, and other resources effectively
Literacy & numeracy	Being able to read and write in a way that allows you to communicate well and express yourself. Having appropriate maths skills for your role

Where to get more help













Opportunities to develop key skills in school
Register your interest in events such as our Business Breakfast and when we invite in guest speakers.
Take advantage of clubs and extra-curricular activities to build key skills and help you explore interests.
Go to the Library and look at our opportunities noticeboard and careers section.
Opportunities to develop key skills out of school
Listening out for subject opportunities published in an assembly and in the newsletter at the end of each half-term.
Follow @CDAspirations and other departments on Twitter for the most recent opportunities.
Embark on projects relating to your interests to gain a wider understanding of it. Ask your teachers for support.
Support in school
<ul style="list-style-type: none"> • Miss Franklin (Careers Lead) • Mrs Balgobin (Careers Advisor) • Mrs Brooks-Hughes (Library) • Ms Hilton • Head of Year • Mrs Whitson-Jones (Head of 6th Form)

Year 7 PSHE Knowledge Organiser - Unit 2: Diversity

Key Terms		Types of discrimination	Effects of bullying or cyberbullying	Support in school
Diversity	Understanding that each individual is unique and different	<p>It is against the law to discriminate against someone because of their:</p> <ul style="list-style-type: none"> • Age • Disability • Gender reassignment • Marriage and civil partnership • Pregnancy and maternity Race • Religion or belief • Sex • Sexual orientation <p>There are called protected characteristics.</p>	<p>Being bullied affects people in different ways. Some common signs are:</p> <ul style="list-style-type: none"> • Changes in behaviour – quieter / more angry than usual • Poor mental health – feeling anxious / worried / depressed • Disengaging from school – underachieving academically / stop attending clubs • Taking risks – substance misuse / skipping school • Changes in relationships – with family / friends <p>**Your friends may be the first to notice this!</p>	<ul style="list-style-type: none"> • Your Tutor • Your Head of Year • Ms Hilton • Ms Wheeler • Mr O'Connell • Learning Support • School Counsellor
Identity	Who or what a person or is			
Right	A moral or legal entitlement to have or do something			
Preconception	An opinion formed before establishing the truth or facts			
Responsibility	Being accountable for something			
Prejudice	judging someone without knowing them			
Stereotype	A generalised belief about a particular group of people			
Discrimination	Treating a person unfairly because of who they are			
Bullying	To deliberately harm, intimidate, or coerce someone			
Cyber bullying	Using online platforms to bully a person			
		Discriminatory language	Where to get more help	
		<p>Discriminatory language is any language that uses words, phrases or tones that reflect prejudiced, stereotyped or discriminatory views. For example, using derogatory terms that are:</p> <ul style="list-style-type: none"> • Sexist • Homophobic • bi-phobic • transphobia • Racist • Ablest • Islamophobic • Anti-Semitic 	    	

Year 7 PSHE Knowledge Organiser - Unit 3: Puberty

Key Terms	
Puberty	The process of physical maturation that happens during adolescence
Adolescence	The phase of growth and development between childhood and adulthood
Emotions	a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with
Hormones	Chemical substances produced in the body that control certain cells or organs
Wet dreams	An involuntary ejaculation that occurs when you are asleep
Menstruation (period)	The monthly discharge of blood from the inner lining of the uterus through the vagina.
Male circumcision	The removal of the foreskin from the penis
FGM (Female genital mutilation)	all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reason


Physical changes during puberty		Emotional changes during puberty
		<p>During puberty the emotions that you feel may be much more intense than you have experienced before!</p> <p>Lifestyle factors are important for managing your emotions.</p> <ul style="list-style-type: none"> • Diet • Exercise • Sleep
FGM and the law	Support in school	Where to get more help
<p>Performing or helping to arrange FGM on women or girls of any age is illegal:</p> <p>In the UK On UK citizens or permanent residents anywhere in the world</p> <p>The police should be informed if you suspect that someone is a victim of FGM</p>	<ul style="list-style-type: none"> • Your Tutor • Your Head of Year • Ms Hilton • Ms Wheeler • Mr O’Connell • Learning Support • School Counsellor • School Nurse 	<p>ChildLine 0800 1111</p> <p>CLICK CEOP Internet Safety</p> <p>NSPCC</p>

Year 7 PSHE Knowledge Organiser - Unit 6: Money Management

Key Terms	
Want	A desire to own or do something but it's not completely essential
Need	Something that is essential or very important to your life
Income	How much money you regularly receive
Expenditure	How much money you regularly spend
Budget	To allocate a sum of money for something
Interest	Money paid back on top of the money lent
Organic	Produced without artificial chemicals
Fair trade	When fair prices are paid to the producers
Ethical	Behaving in a fair, and honest way
Consumer	A person who purchases goods and services for personal use

Your Money Personality

What's your money personality?



Spender **Saver**

How we look after our money says a lot about us. It's not just about spending or saving but **HOW** and **WHERE** we spend or save our money that is important

- ### Support in school
- Miss Franklin (Careers Lead)
 - Mrs Balgobin (Careers Advisor)
 - Mrs Brooks-Hughes (Library)
 - Ms Hilton
 - Head of Year
 - Mrs Whitson-Jones (Head of 6th Form)

Want v's Need

What you want and what you need can be very different. Make sure that you are able to identify what you need and prioritise you spending with this in mind. With careful budgeting you should also be able to put some money aside for what you want!





Ethical spending

Look for the logo to make sure that you are supporting fair trade from ethical sources. Check to see how the products are farmed and if they are organic






Where to find out more


Year 7 PSHE Knowledge Organiser - Unit 5: Relationships

Key Terms	
Platonic relationship	The relationship that you have with friends and classmates – no romantic feelings
Familial relationship	The relationship you have with your family members
Intimate (romantic) relationship	A relationship which can include sexual attraction and sexual activity
Healthy relationship	Make you feel safe, respected and accepted for who you are
Unhealthy (toxic) relationship	A relationship that has a negative impact on your mental health and self-esteem
Consent	Giving permission for something to happen
Self esteem	How you feel about your own worth. The positive or negative feelings that you have about yourself
Heterosexual	A person who is sexually attracted to people of the opposite sex (straight)
Homosexual	A person who is sexually attracted to people of the opposite sex (gay / lesbian)
Bisexual	A person who is attracted to both men and women

Healthy V's Unhealthy relationships

Whether the relationship is romantic, platonic or with members of our family, it is important for us to be able to identify the signs of both healthy and unhealthy relationships:

HEALTHY RELATIONSHIPS	UNHEALTHY RELATIONSHIPS
Compliment	Criticize
Forgive	Hold grudges
Appreciate partner	Resent partner
Respect	Disrespect
Compromise	Demand
Encourage	Insult
Trust	Distrust
Support	Compete
Communicate	Hold secrets
Validate	Blame

source: sadlusk.com

Online Relationships

Ask yourself these questions:
 Would I like my grandparents to see this post?
 Would I say it to their face?
 Do I feel comfortable with what they are saying?
 If the answer is No – don't post it!

- ### Support in School
- Your Tutor
 - Your Head of Year
 - Ms Hilton
 - Ms Wheeler
 - Mr O'Connell
 - Learning Support
 - School Counsellor
 - School Nurse

Where to get more help

NSPCC
 YOUNGMINDS
 tic+
 ChildLine
 0800 1111