



Abbey Park Schools Federation

Personal Development Overview

Year 7



At Abbey Park Federation pupil personal development is fundamental to everything we do. Through the teaching of our PSHE curriculum, assemblies, extra-curricular clubs, exposure to fundamental British Values and enrichment opportunities we strive to offer the best possible outcomes for all of our children, preparing them for later life.

Italics = British Values

Bold = Protected Characteristics

PSHE

| | | | | | | |
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| Personal, Social, Health and Economic Education Relationships, sex and health education | Lean how to manage influences on healthy lifestyle choices including diet and physical activity Think about the link between sleep and wellbeing and how to maintain healthy sleep habits Understand how to balance time between school work, leisure, exercise and time spent outdoors and online | Understand about substance use and misuse, including laws relating to this Understand about the effects of alcohol, tobacco, nicotine and e-cigarettes about attitudes and social norms regarding substances and about dependence, including the over-consumption of caffeine-based energy drinks Understand how to | Understand about different types of relationships and the qualities and behaviours associated with positive relationships about media stereotypes and their effect on relationship expectations Learn how to manage expectations for romantic relationships and how to manage strong feelings in relationships | Understand how to develop self-worth and confidence to support decision making to manage influences on beliefs and decisions Think about strategies for managing group-think and persuasion about gender identity, transphobia, and gender-based discrimination; homophobia and biphobia; racism and religious | Understand about financial choices including saving, spending and budgeting about attitudes and values in relation to finance, including debt and pay day loans Lean how to manage influences over financial decisions Understand how to manage emotions in relation to finance and to recognise risk | Learn how to be enterprising about different types of career and work patterns Understand how to identify abilities and qualities required for different careers Understand about young people's employment rights about ethical and unethical business practices and consumerism Project guidance: Design a business |
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| | <p>Understand how to manage influences on, and maintain, good oral hygiene and dental health</p> <p>Look at strategies to manage stress, puberty and the physical and mental changes that are a part of growing up and how to access health services</p> | <p>safely use over the counter and prescription medications</p> <p>Understand how to manage peer influence in relation to substance use</p> | <p>Learn how to identify unhealthy relationships and seek support when necessary</p> <p>Understand about the concept of consent how to seek and give/not give consent in a variety of contexts</p> | <p>discrimination; and disability discrimination</p> <p>Think about strategies to challenge prejudice-based bullying and discrimination and how to access support services in relation to inclusion or discrimination</p> | <p>and financial exploitation and access help and advice</p> | <p>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.</p> <p>Year 7 take leadership roles and consider how to give fair and appropriate opportunities to everyone in their group.</p> |
| Fundamental British Values | | | | | | |
| British Values: <i>Democracy</i> <i>Rule of Law</i> <i>Individual Liberty</i> <i>Mutual Respect</i> <i>Tolerance of those with different faiths and beliefs</i> | RE: Introduction to different religious and non-religious world views, including atheism, humanism, Jehovah's Witnesses. | | RE: Sikhism. How are the Sikh teachings on equality and service put into practice today? | RE: Buddhism. The Buddha: how and why do his experiences and teachings have meaning for people today | RE: Judaism/Islam What is good and what is challenging about being a Jewish and Muslim teenager in the UK today? | Music: Patterns in African music and music from Indonesia. |



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| Protected characteristics: Age Race Religion or belief Disability Sex | | | | | | |
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| Assemblies (Picture News) | | | | | | |
| | <p>What can we learn from new adventures? <i>Individual Liberty</i> Race</p> <p>How important is space exploration? <i>Individual liberty</i> Race</p> <p>Can anyone break a world record? <i>Mutual respect and tolerance</i> Religion or belief</p> <p>How does change happen? <i>Democracy</i> Race</p> | <p>How can we show compassion to others? <i>Mutual respect and Tolerance</i> Age</p> <p>What is rubbish? <i>Individual Liberty</i> Religion or belief</p> <p>Are decorations an important part of celebrations? <i>Democracy</i> Age</p> | <p>Is an e-reader better than a book? <i>Individual Liberty</i> Religion and belief</p> <p>Will self-driving vehicles change our lives? <i>Rule of law</i> Disability</p> <p>What makes someone inspirational? <i>Democracy</i> Disability</p> | <p>How can you make your voice heard? <i>Democracy</i> Religion or belief</p> <p>How do you think World Book Day should be celebrated? <i>Mutual respect and tolerance</i> Age</p> <p>Should mobile phones be banned in all classrooms? <i>Rule of law</i> Religion or belief</p> <p>What is the best way to handle disappointment?</p> | <p>What does art mean to you? <i>Mutual respect and tolerance</i> Religion or belief</p> <p>Can you learn to persevere? <i>Individual Liberty</i> Sex</p> <p>Is it fair to judge others based on first impressions? <i>Democracy</i> Sex</p> | <p>Is voting the best way to change things? <i>Democracy</i> Religion or belief</p> <p>Should we always be prepared for an emergency? <i>Rule of law</i> Disability</p> <p>What makes a good friend? <i>Individual liberty</i> Religion or belief</p> |



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| | Should speed limits be lowered in your local area? <i>Rule of Law</i> Age | | | <i>Individual liberty</i> Religion or belief | | |
| Enrichment Opportunities and offsite visits | | | | | | |
| Enrichment Opportunities and offsite visits | Pershore Abbey (Art related Hundertwasser – buildings) Careers: Speakers | Careers: Speakers | | | Careers: Speakers | |
| Extra-curricular clubs | | | | | | |
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| Parental Engagement | | | | | | |
| | Parents Evening Harvest Service (in school) | Christmas Service at the Abbey | | Y5,6,7 – Dance performance | Parents Evening | Bell Heath parents feedback evening |