

Y7

TERM 1
My Health: Created & Loved by God
SELF CONCEPT

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How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)

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Pastoral Support

Self-Identity

Personal Strengths

Resilience

Social Media

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HOW MANY STAFF ARE TRAINED IN SAFEGUARDING AT SSPP?

WHO ARE THE MEMBERS OF THE SAFEGUARDING TEAM?

WHAT IS THE SAFEGUARDING EMAIL ADDRESS?

WHAT IS A PERSON'S IDENTITY?

WHAT IS SELF-ESTEEM?

WHY IS IT IMPORTANT NOT TO BE OBSESSED WITH COMPARING YOURSELF TO OTHERS?

DO YOU KNOW YOUR PERSONAL STRENGTHS?

WHAT IS AN AREA FOR DEVELOPMENT?

HOW DOES REFLECTION HELP YOU TO GROW AS A PERSON?

WHAT IS A VIRTUE?

WHAT IS RESILIENCE?

WHY IS RESILIENCE IMPORTANT DURING YEAR 7?

HOW LONG DOES THE AVERAGE TEENAGER SPEND ON SOCIAL MEDIA EVERY DAY?

CAN YOU LIST 5 ADVANTAGES OF SOCIAL MEDIA FOR TEENAGERS?

CAN YOU LIST 5 DISADVANTAGES OF SOCIAL MEDIA FOR TEENAGERS?

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To understand the need for reflection to facilitate personal growth and the role prayer can play in this

To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves

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REFLECTION, GRATITUDE & RESILIENCE

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TERM 2

My Relationships: Created to love others

POSITIVE RELATIONSHIPS






S T A T U T O R Y	That there are different types of committed, stable relationships		The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.		Why marriage is an important relationship choice for many couples and why it must be freely entered into		What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony				
I N T E N T	(un)Healthy Relationships		Committed Relationships		Friendship Skills		Managing Conflict		Ending a Friendship		
K N O W L E D G E	WHAT EXACTLY IS A RELATIONSHIP? CAN YOU IDENTIFY FIVE CHARACTERISTICS OF A HEALTHY RELATIONSHIP? CAN YOU IDENTIFY FIVE CHARACTERISTICS OF AN UNHEALTHY RELATIONSHIP?		WHAT DO WE MEAN BY A RELATIONSHIP THAT IS 'FREELY ENTERED INTO'? CAN YOU DESCRIBE DIFFERENT TYPES OF FAMILY UNITS? CAN YOU MAKE A LINK BETWEEN HAPPINESS AND A POSITIVE, COMMITTED RELATIONSHIP		EXPLAIN HOW FRIENDS CAN RESPECT EACH OTHERS PRIVACY. WHAT DO WE MEAN BY 'PERSONAL SPACE' AND WHY IS IT IMPORTANT? WHAT IS CONSENT AND WHY IS IT IMPORTANT IN A FRIENDSHIP?		WHAT CAN CAUSE CONFLICT WITHIN A FRIENDSHIP? CAN YOU DESCRIBE THREE WAYS TO RESOLVE A CONFLICT BETWEEN FRIENDS? WHAT ARE THE 'FOUR Rs' WHEN RESOLVING A CONFLICT?		CAN YOU SUGGEST REASONS AS TO WHY A FRIENDSHIP MIGHT END? HOW CAN A PERSON BE 'EMOTIONALLY MATURE' WHEN A FRIENDSHIP ENDS? WHAT CAN HAPPEN IF A NEGATIVE FRIENDSHIP IS NOT ENDED?		
C A T H O L I C I T Y	To recognise the importance of forgiveness in relationships and know something about Jesus's teaching on forgiveness		To recognise the spiritual context of the family as a community where members can grow in faith, hope and love		The role of marriage as the basis of family life and its importance to the bringing up of children		The nature of sacramental marriage and the importance of marriage as the foundation of society and its role in the domestic Church		The nature and importance of marriage; the distinctions between marriage in Church teaching, including sacramental marriage, civil marriage, civil partnerships and other stable, long-term relationships		
V I R T U E S	LOVE & FRIENDSHIP										

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TERM 3
My World: Created to live in communities
EMPLOYABILITY SKILLS



S T A T U T O R Y	A stable careers programme		Addressing the needs of each pupil		Linking curriculum learning to careers	
I N T E N T	Learning Skills	Employability Skills 1	Employability Skills 2	Personal Strengths	Goal Setting	
						
K N O W L E D G E	WHAT DO GOOD ORGANISATIONAL SKILLS LOOK LIKE? WHAT DO GOOD PRESENTATION SKILLS LOOK LIKE? WHAT DO GOOD RESEARCH SKILLS LOOK LIKE?	WHAT DO THE SKILLS OF LISTENING, SPEAKING, LEADERSHIP & TEAMWORK INVOLVE? WHERE WOULD YOU DEVELOP THESE SKILLS DURING YOUR LESSONS? HOW COULD YOU DEVELOP THESE SKILLS OUTSIDE OF LESSONS?	WHAT DO THE SKILLS OF PROBLEM SOLVING, SPEAKING, STAYING POSITIVE AND LISTENING ENTAIL? WHERE WOULD YOU DEVELOP THESE SKILLS DURING YOUR LESSONS? HOW COULD YOU DEVELOP THESE SKILLS OUTSIDE OF LESSONS?	WHAT ARE YOUR PERSONAL STRENGTHS IN TERMS OF EMPLOYABILITY SKILLS? WHAT ARE YOUR PERSONAL WEAKNESSES IN TERMS OF EMPLOYABILITY SKILLS? HOW ARE YOU GOING TO DEVELOP YOUR WEAKNESSES?	WHAT DOES S.M.A.R.T. STAND FOR? WHY ARE GOALS MORE EFFECTIVE? WHAT ARE YOUR TWO SMART GOALS FOR THE NEXT YEAR?	
C A T H O L I C I T Y	To recognise their personal strengths		To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves		Appreciate that everybody has responsibilities towards their local, global and national community and creation	
V I R T U E S	REFLECTION AND GRATITUDE					

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TERM 4
My Health: Created and loved by God
MENTAL HEALTH



S T A T U T O R Y	How to talk about their emotions accurately and sensitively, using appropriate vocabulary	<i>That happiness is linked to being connected to others</i>	<i>The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</i>	<i>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health</i>	
I N T E N T	Emotional Wellbeing	Social Interaction	Sleep	Hanger	Grief
K N O W L E D G E	<p>CAN YOU LIST FIVE COMMON HUMAN EMOTIONS?</p> <p>WHAT KIND OF EMOTIONS ARE COMMON FOR YEAR 7 STUDENTS?</p> <p>WHAT EMOTIONS SHOULD BE LINKED TO GOOD AND BAD MENTAL WELL-BEING?</p>	<p>CAN YOU DESCRIBE 2 COPING STRATEGIES FOR WHEN A PERSON IS FEELING DOWN?</p> <p>WHAT IS AVERAGE SCREENTIME FOR A TEENAGER IN THE UK?</p> <p>CAN YOU DESCRIBE THE LINK BETWEEN POSITIVE RELATIONSHIPS AND GOOD EMOTIONAL WELL-BEING?</p>	<p>WHAT DO WE MEAN WHEN WE SAY WE FEEL ‘OVERWHELMED’?</p> <p>WHAT IS THE LINK BETWEEN SLEEP AND GOOD MENTAL HEALTH?</p> <p>WHAT TYPE OF BEHAVIOURS INCREASE THE CHANCES OF A GOOD NIGHT’S SLEEP?</p>	<p>WHAT DO WE MEAN BY BEING ‘HANGRY’?</p> <p>CAN YOU DESCRIBE THE SCIENCE BEHIND HOW HUNGER AFFECTS OUR EMOTIONS?</p> <p>CAN YOU GIVE ADVICE REGARDING BREAKFAST?</p>	<p>WHAT EMOTIONS ARE ASSOCIATED WITH GRIEF?</p> <p>CAN YOU SUGGEST TWO POSITIVE WAYS TO COPE WITH GRIEF?</p> <p>HOW CAN POSITIVE RELATIONSHIPS HELP WITH GRIEF?</p>
C A T H O L I C I T Y	<i>To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves</i>	<i>To understand the need for reflection to facilitate personal growth and the role prayer can play in this</i>	<i>How to express love and care for others through acts of charity</i>	<i>Determined and resilient in the face of difficulty</i>	<i>To recognise that they are responsible for their own behaviour and how to inform their conscience</i>
V I R T U E S	COMPASSION & RESILIENCE				

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TERM 5
My Relationships: created to love others
FRIENDSHIP & BEYOND



S T A T U T O R Y	How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship		Practical steps they can take in a range of different contexts to improve or support respectful relationships		How these relationships might contribute to human happiness and their importance for bringing up children	
I N T E N T	Relationship Values		Relationship Foundations		Relationship Expectations	
K N O W L E D G E	WHAT DO WE MEAN BY A ROMANTIC RELATIONSHIP? WHAT IS CONSENT WITHIN A ROMANTIC RELATIONSHIP? CAN YOU IDENTIFY THE CHARACTERISTICS OF A HEALTHY ROMANTIC RELATIONSHIP?		WHY ARE THE FOUNDATIONS OF A RELATIONSHIP IMPORTANT? CAN YOU IDENTIFY 4 KEY FOUNDATIONS FOR A SUCCESSFUL RELATIONSHIP? WHAT IS THE CONNECTION BETWEEN OUR ACADEMY VIRTUES AND RELATIONSHIP FOUNDATIONS?		IDENTIFY A POSITIVE WAY THAT MEDIA CAN AFFECT ROMANTIC RELATIONSHIPS IDENTIFY A NEGATIVE WAY THAT MEDIA CAN AFFECT ROMANTIC RELATIONSHIPS	
C A T H O L I C I T Y	To recognise the importance of forgiveness in relationships and know something about Jesus’s teaching on forgiveness		To recognise the spiritual context of the family as a community where members can grow in faith, hope and love		The role of marriage as the basis of family life and its importance to the bringing up of children	
V I R T U E S	LOVE & FRIENDSHIP					

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TERM 6

My World: created to live in communities

BRITISH VALUES



S T A T U T O R Y	The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch (CITIZENSHIP)		The operation of Parliament, including voting and elections, and the role of political parties (CITIZENSHIP)		The precious liberties enjoyed by the citizens of the United Kingdom (CITIZENSHIP)		The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals (CITIZENSHIP)				
	Democracy		Rule of Law		Individual Liberty		Mutual Respect		British Values in Action		
I N T E N T											
K N O W L E D G E	WHAT IS THE DIFFERENCE BETWEEN BRITISH ‘CULTURE’ AND BRITISH ‘VALUES’?		IN THE UK WE ARE ‘GOVERNED BY LAWS’. WHAT DOES THIS MEAN?		CAN YOU DEFINE INDIVIDUAL LIBERTY?		WHAT DO WE MEAN BY SHOWING RESPECT?		WHAT DO WE MEAN BY EXTREMISM?		
	WHAT DO WE MEAN BY A DEMOCRACY?		IN WHAT WAYS ARE YOU PROTECTED BY THE LAW?		CAN YOU LIST WAYS THAT WE EXPRESS OUR INDIVIDUAL LIBERTY IN THE UK?		WHAT DIFFERENCES ARE PROTECTED BY LAW AND THEREFORE MUST BE RESPECTED AND TOLERATED?		HOW COULD EXTREMISM BE RECOGNISED IN OUR FRIENDS?		
C A T H O L I C I T Y	HOW CAN WE ACT IN A DEMOCRATIC WAY WHILST AT SSPP?		HOW DO WE DEMONSTRATE THE IMPORTANCE OF RULES AT SSPP?		CAN YOU EXPLAIN THE DIFFERENCE BETWEEN ‘FREEDOM OF SPEECH’ AND ‘HATE SPEECH’?		HOW CAN WE SHOW RESPECT WHILST AT SSPP?		WHAT ROLE DO WE HAVE TO PLAY IN PREVENTING EXTREMISM?		
V I R T U E S	To understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves		To understand the need for reflection to facilitate personal growth and the role prayer can play in this		To recognise that they are responsible for their own behaviour and how to inform their conscience						
RESPECT & HOPE											