

## YEAR 7 KNOWLEDGE ORGANISER

NAME: \_\_\_\_\_

CLASS: \_\_\_\_\_

TEACHER: \_\_\_\_\_



**SIR THOMAS  
BOTELER**  
CHURCH OF ENGLAND HIGH SCHOOL  
THROUGH GOD, WE CARE

# YEAR 7 PSHE CURRICULUM JOURNEY

## Half Term 1: Health and Wellbeing

**Introduction to school:** To be able to understand the benefits of mental and physical health and ways to maintain it.

**Kindness and Empathy:** Explain why it is important for us to spread kindness.

**Vaping and Smoking:** Describe the different health problems caused by vaping and the link between addiction, nicotine and dopamine.

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## DEVELOPING MY OWN CHARACTER

Character development in PSHE focuses on **respect, responsibility, honesty, kindness, empathy, and resilience.**

It's not just about learning about these qualities, but also about applying them in **daily life, through your actions and interactions with others.**

Character development provides a framework for **making ethical decisions** and **understanding the consequences of your actions.**

## Half Term 2: Health and Wellbeing

**Life Online:** To be able to understand the importance of online safety.

**Safer Internet:** Develop strategies to identify and reduce risk from people online that you do not already know

**Illegal Drugs:** Understand the effects of both legal and illegal drugs

**Puberty and periods:** We are learning about the natural changes boys and girls go through during puberty both mentally and physically

## Essential skills



### Half Term 3: Living in the wider world

**Resilience:** To be able to understand how we can develop our skills and qualities through personal target setting.

**Respect:** To be able to understand the importance and impact of respect on our learning, development and relationships.

**Wants and Needs:** To be able to understand Maslow's hierarchy of need and how that may relate to our own wants, needs and priorities.

### Half term 4: Living in the wider world

**Race and Racism:** To be able to understand the concepts and complexities of race and racism, particularly racial inequality in Britain today.

**Stereotyping:** To be able to understand stereotyping, it's impact and how to control our own negative stereotyping

**Protected Characteristics:** To understand what constitutes language or behaviour that breaks the Equality act (protected characteristics).

## Half Term 5: RSHE

**Healthy Relationships:** To be able to understand what healthy looks like within a range of relationships

**Friendships:** To explore our personal values and expectations within relationships

**Anti Bullying:** To explore the issue of bullying and its impact on victims

## Mental Health – ongoing throughout the year:

World mental health day

KOOTH

MY MIND COACH

Childrens mental health week

Wellbeing Wednesday

Wellbeing drop in

## Half term 6: RSHE

**Peer Pressure:** To be able to assess peer influence and how to navigate it.

**Online Grooming:** To be able to identify warning signs for concerning behaviours such as grooming and manipulation.

**Falling in Love:** Explore and assess different experiences of romantic feelings and varying types of relationships

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# WHAT I HAVE DONE TO ENHANCE MY FUTURE OPPORTUNITIES?

- **AMBASSADOR ROLES**
- **COUNCILS**
- **WORKSHOPS**
- **CAREERS EVENTS**
- **EXTRA CURRICULAR**
- **TRIPS**

In school I have:

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**WHAT ELSE CAN YOU DO?**  
**WHERE WILL THE FUTURE TAKE YOU?**

# WHAT I HAVE DONE TO ENHANCE MY FUTURE OPPORTUNITIES?

- CADETS
- SCOUTS
- SPORTING CLUBS
- PERFORMING ARTS/MUSIC
- VOLUNTEERING
- WORK EXPERIENCE

Outside school I have:

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**WHAT ELSE CAN YOU DO?**

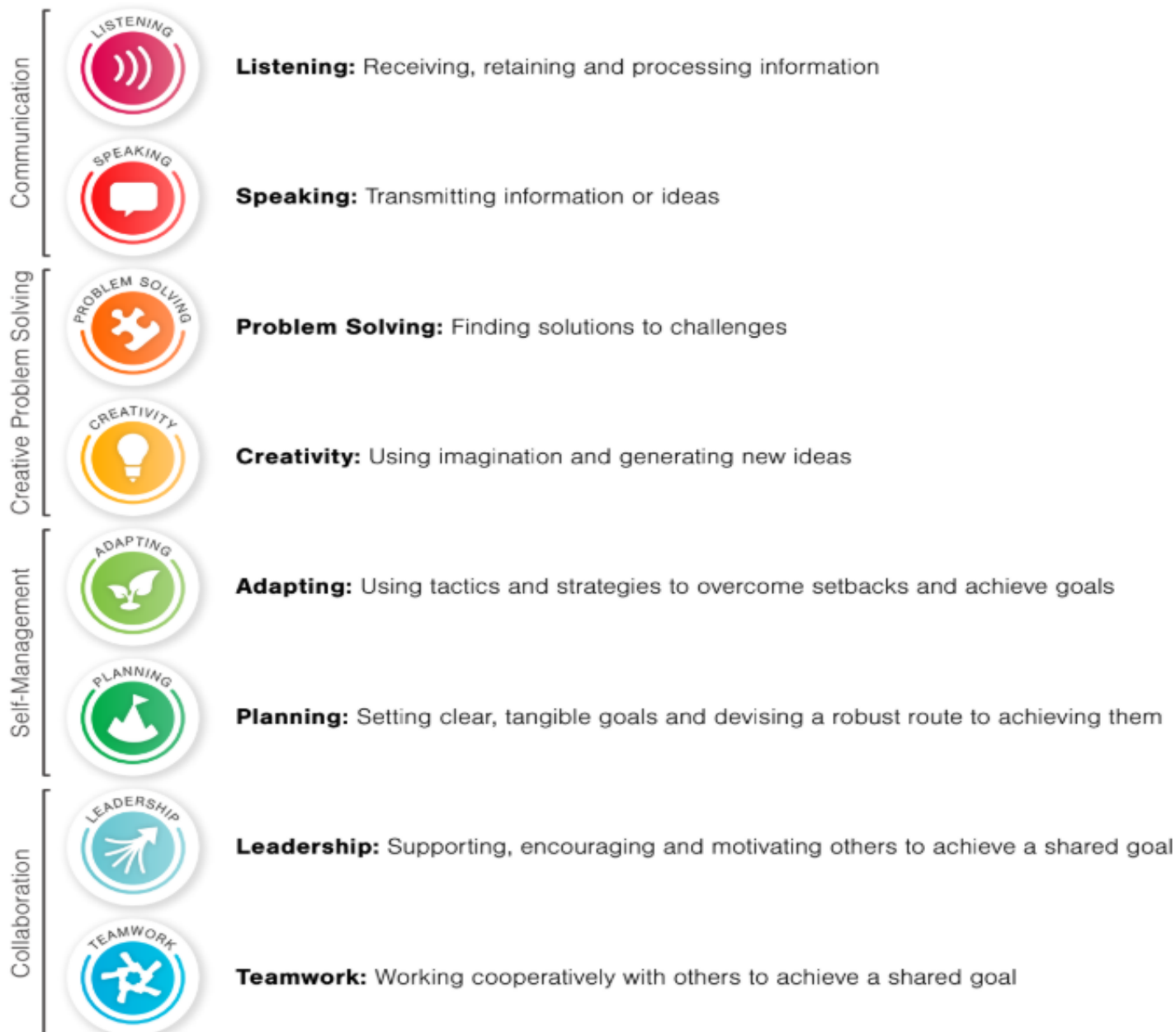
**WHERE WILL THE FUTURE TAKE YOU?**

Essential Skills

Communication skills		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16
		Focusing	Recalling	Checking	Retelling	Recognising purpose	Note-taking	Active listening	Questioning	Summarising	Recognising tone	Identifying influence	Comparing views	Analysing views	Investigating bias	Strategic questioning	Evaluating Communicating
Communication skills		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16
		Sharing clearly	Discussing together	Meeting others	Organising thoughts	Knowing the audience	Choosing language	Expressing self	Using facts	Sharing visuals	Communicating sensitively	Speaking engagingly	Adaptive communicating	Negotiating	Constructive communicating	Presenting	Inspiring others
Creative problem-solving skills		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16
		Following instructions	Seeking support	Sharing problems	Finding information	Creating options	Analysing options	Evaluating options	Researching	Exploring causality	Recognising patterns	Systems thinking	Logical reasoning	Hypothesis testing	Strategic planning	Evaluating approaches	Continual learning
Creative problem-solving skills		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16
		Imagining	Sharing imagination	Expressing imagination	Generating ideas	Suggesting improvements	Combining concepts	Identifying needs	Developing a brief	Innovative thinking	Reflecting critically	Seeking perspectives	Prototyping	Incubating ideas	Using curiosity	Facilitating creativity	Championing creativity
Self-management skills		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16
		Identifying emotions	Recognising emotions	Persisting	Managing reactions	Reflective learning	Supporting others	Encouraging others	Managing wellbeing	Balancing workload	Improving performance	Practising adaptability	Supporting adaptability	Adapting plans	Identifying risks	Managing risk	Being enterprising
Self-management skills		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16
		Sensing safety	Identifying successes	Working carefully	Recognising strengths	Facing challenges	Setting goals	Planning ahead	Prioritising	Resourcing	Involving others	Using skills	Target setting	Seeking feedback	Project planning	Adaptive planning	Agile planning
Collaboration skills		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16
		Understanding reactions	Sharing reactions	Recognising reactions	Organising tasks	Managing resources	Self-reflecting	Evaluating others	Allocating roles	Facilitating discussions	Decision making	Mentoring	Coaching	Motivating others	Emotional intelligence	Leading thoughtfully	Leading adaptively
Collaboration skills		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12	Step 13	Step 14	Step 15	Step 16
		Working together	Adjusting behaviour	Time keeping	Taking responsibility	Supporting others	Being accountable	Contributing	Valuing others	Being inclusive	Being diplomatic	Resolving conflicts	Networking	Reflecting together	Learning together	Developing others	Improving culture

# The eight skills

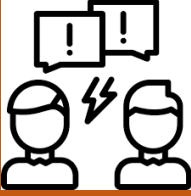


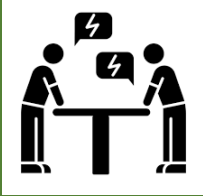

Universal Framework 2.0 works by turning the broad idea of essential skills into four pairs and eight specific skills:





A large rectangular box with a thin black border, containing 18 horizontal lines spaced evenly down the page. This is a standard format for a writing area in a notebook or worksheet.

## Structured talk menu

				
<b>Introducing Your Argument</b>	<b>Forming an opinion</b>	<b>Presenting Evidence</b>	<b>Addressing Counterarguments</b>	<b>Concluding Your Argument</b>
A reason why [your main claim] this is	Interestingly, it is clear that	According to [source],	Critics may claim that [opposing view]. However, this argument is weak because	In summary,
The issue of [topic] is complex; it involves	We can perceive that	Data from [source] shows that	Some argue that [opposing view] On the contrary, evidence shows that	To conclude,
The controversy surrounding [topic] highlights	There is an understanding that	A study published in [source] reveals	Critics may claim that [opposing view] and while it may be true that [opposing view], it could also be seen	In conclusion,
The first key factor to discuss is	It is established that	For instance, in the case of [...] consider	Some argue that [opposing view] Nevertheless, the facts indicate that	Overall,
A crucial aspect of this issue is		This evidence suggests that	Critics may claim that [opposing view]... This perspective overlooks the fact that	On the whole,
		From this perspective, it is		Therefore,
		The implication of this finding is		

# USEFUL LINKS FOR SUPPORT

**childline**

ONLINE, ON THE PHONE, ANYTIME  
childline.org.uk | 0800 1111

Childline helps anyone under 19 with any issue. Childline is free, confidential and available any time, day or night.

**kooth**

Whatever you're feeling, Kooth are here to help. Get free, safe and anonymous support.



Are you worried about online abuse or the way someone has been communicating with you online? [Make a report](#) to CEOP.



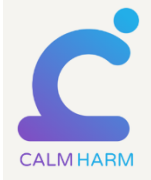
Do you think a crime has been committed? Your local police force will be able to help you.



Samaritans.org - Whatever you're going through, a Samaritan will face it with you.



Mental health services are free on the NHS. See your GP to find out about the services available to you or look on [www.nhs.uk](http://www.nhs.uk)



Calm Harm is an app that helps you manage or resist the urge to self-harm.



PAPYRUS is the national charity dedicated to the prevention of young suicide.



The UK's leading charity fighting for a world where no young person feels alone with their mental health.



Proud Connections offers bespoke support for LGBTQ+ young people and the adults in their lives.

### Vision Statement

- For all students to make informed and aspirational decisions
- For all students to make effective and sustained transitions
- To develop career readiness in all young people

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## Milestones and Learning Outcomes

## Key Events and Experiences

### Year 11

To have all students being successful in a post 16 applications that will support their long term ambitions and successful careers

Working with parent/carer and post 16 destinations to ensure each student is on the correct pathway.

### Year 10

To explore future job roles and skills needed in interested industries and linking with post 16 options.

Preparing students for Post 16 destinations by giving them the tools and knowledge to make informed choices

### Year 9

To develop students understanding of future pathways, skills, industry requirements and personal interests to enable them to make an informed choice for their Key stage 4 subjects and beyond.

Enabling students to make the correct option choices linked to their future aspirations.

### Year 8

To develop students awareness of their future pathways and the skills and qualities needed for their successful future career.

Students will start to develop ideas about their future and what they need to do to succeed.

### Year 7

To understand career pathways, developing knowledge of your skills and interests to inspire your future

Introducing Year 7 students to a wide variety of new and exciting career opportunities and future pathways to encourage exploration and raise aspirations.

### Year 11

Technical and academic pathway assemblies  
Modern work experience sessions  
Personal Guidance meeting/s  
Careers fair  
Application writing and support  
Intervention Support

### Year 10

Technical and academic pathway assemblies  
Modern work experience – The Army  
Personal Guidance meetings  
Careers fair  
Further education Visits  
Scholars programme  
Encounters with employers and employees – CV writing/  
Mock Interviews  
Sellafield Experiences of a work place (STEM)  
Young Enterprise Programme

### Year 9

Technical and academic pathway assemblies  
Modern work experience – NHS  
Higher Education workshops  
Personal Guidance meetings  
Careers fair  
Encounters with Employers – Meet the Industry talks/Apprenticeship talks  
United Utilities programme (STEM)

### Year 8

Technical and academic pathway assemblies  
Modern work experience  
Higher Education workshops  
Careers fair  
Scholars programme  
Encounters with Employers – Meet the Industry talks/ Apprenticeship talks

### Year 7

Modern work experience – MacDonalds/ The Army  
Higher Education workshops  
Encounters with Employers – Meet the Industry workshops

**All years** follow a progressive and sequenced Careers programme delivered through the INSPIRE programme, PHSE, in all subjects, BWC, NCW and NAW  
Parental/carer engagement  
Skills builder – Essential skills programme  
Ambassador programme

**Inspiring and preparing young people for the world of work.**

**Annually** – All students complete the Future Skills Questionnaire

# LEAVERS OUTCOMES

## ***Leavers of Sir Thomas Boteler Church of England High school will:***

### **Self Awareness:**

Be aware of their passions, skills, and work preferences and understand how these could inform their career choices.

Be inspired and motivated by career opportunities which they may not have otherwise considered.

Be able to articulate and demonstrate what they have learnt throughout their careers learning journey

### **Career knowledge and decision making:**

Have a broad knowledge of a range of career opportunities which enable informed decision-making.

Have a deeper level of knowledge and understanding about the roles, responsibilities, and pathways of careers in their areas of interest.

Understand how the local and national labour market is changing and what this might mean for their career choices.

Be able to evaluate the risks and rewards of the full range of pathways available at key transition points.

Be able to evaluate the risks and rewards of different types of employment and working environments.

Be able to make links between their curriculum to skills, pathways, and to the world of work.

Be able to identify and make effective use of available support systems.

Be able to recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them.

Have a clear understanding of the learning pathways and qualifications that they will need to pursue their career goals.

### **Recruitment and workplace opportunities**

Have developed essential skills which will support them to transition to the workplace.

Understand how recruitment and selection processes work (including interviews and assessment centres) and what they need to do to succeed in them.

Understand the expectations, behaviours, and cultures of a range of workplaces.

