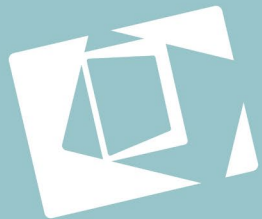
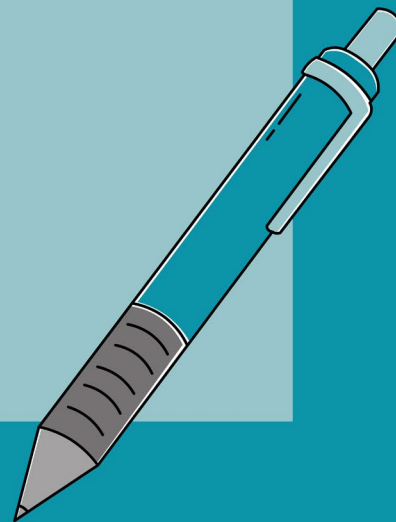


SUBJECT CURRICULUM OVERVIEW

Aspire Year 7 overview



Manchester
Communication
Academy



Autumn Overview

Year 7	Autumn 1	Autumn 2
Topic name	Life Beyond School - Managing Change	Health and Wellbeing - Puberty, Body and Development
Declarative Knowledge	<p>Trust To define the term 'trust'. To know what similarities I have with others in my class. To know what it would take for society to truly flourish.</p> <p>Community To know what the concept of community is and what makes a cohesive community.</p> <p>Sleep - To know what actually happens when we sleep. To know what the benefits of good quality sleep are.</p> <p>Careers: To know what the meaning of the word 'career' is. To know what considerations are involved in making realistic choices about careers.</p> <p>Financial Education: To know what the concept 'money' is. To know what the positive and negative uses of money are.</p>	<p>Puberty To know what emotional, social and physical changes happen during puberty.</p> <p>Puberty and Periods: To know what the physical and emotional changes that happen to girls during puberty. To know what the menstrual cycle is and know what range of feminine protection products are available. To know what the main changes are that happen to girls during menstrual cycle.</p> <p>Puberty: To know what all the male parts of the men's reproductive system are. To know what all the female parts of the female's reproductive system are. To know what the physical and emotional changes that happen to boys and girls through puberty are. To know what the challenges are that boys and girls face during puberty.</p> <p>Personal Hygiene To know what the causes of body odour are and how to prevent it.</p> <p>Growing Up To know what to expect as you grow up. To know what a range of issues may impact you as you grow up. To know what the cultural practises in the world that do not respect 'your body your rules' principle.</p> <p>Self Esteem: To know what self-esteem is.</p> <p>Tooth Decay and Dental Health To know the importance of dental hygiene is. To how to look after your own body.</p>

<p>Procedural knowledge</p>	<p>Transitions To know how people’s feelings change during stages of transition. To reflect on how you feel during times you have experienced transitions. To know how to cope with transition points and how you would apply them to future times of change in your life.</p> <p>Community To know how the British communities have changed over the past 60 years. To know how welcoming my local community is.</p> <p>Sleep – To explain how to improve sleep quality and where to source extra help and support from.</p> <p>Careers: To know how careers education can help you plan and recognise limitations of making careers choices based on ‘dream’ ideas.</p> <p>Financial Education: To know how the government spends money to help the country.</p>	<p>Puberty To know how girls and boys develop differently during puberty. To know how to emphasis with those starting puberty and understand how to support them.</p> <p>Personal Hygiene To know how diet, exercise, hygiene and sleep contribute to being healthy. To know how important personal hygiene is and how to achieve it.</p> <p>Self Esteem: To know how to recognise behaviour links to low and high self-esteem. To know how to measure my own level of self-esteem. To know how to improve self-esteem and understand the wide range of influences on it.</p> <p>Tooth Decay and Dental Health To know how sugar impacts tooth decay. To know how a poor diet can lead to many health risks.</p>

<p>Assessment/Outcomes</p>	<ol style="list-style-type: none"> 1. What skills have you developed to deal with transitions that you can apply? 2. What a makes a community? 3. How can a community develop Cohesion? 4. Why is sleep so important to our lives? 5. What makes you a person that someone can trust? 	<ol style="list-style-type: none"> 6. What changes take place during puberty both physically and mentally? 7. How would you help someone to improve his or her Self Esteem? 8. What signs should students look out for around FGM? 9. Whom do you reach out to for support in health and wellbeing? 10. How do you take care of my personal hygiene?
<p>Prior knowledge</p>	<p>Primary PSHE Statutory Guidance: Mental Wellbeing - that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends, family, and the benefits of hobbies and interests.</p> <p>Health Prevention - the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p>Respectful Relationships - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Caring Friendships - the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these</p>	<p>Primary PSHE Statutory Guidance: Families and People who care for me - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Respectful Relationships - the importance of permission seeking and giving in relationships with friends, peers and adults. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>Being Safe - about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>Health and Prevention - about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>Changing Adolescent Body - key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle.</p>

	<p>situations and how to seek help or advice from others, if needed.</p> <p>Families and people who care for me - that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	
<p>Future learning</p>	<p>Proud to be Me: Year 8 Autumn 1</p> <ul style="list-style-type: none"> • Employability Skills - How to work effectively as part of a team. Learn the 10 different job sectors. • Self Esteem - Definition and evaluate what self-love is. How this impacts someone's life. Ways to boost self-esteem. Negative self-talk impacts self esteem. • Careers - How interests can shape career options and KS4 options. What is the Labour Market Information - How realistic is this for my career choice? 	<p>Physical and Mental Wellbeing: Year 8 Autumn 2</p> <ul style="list-style-type: none"> • Health and Wellbeing - habits and what this looks like in a person's life along with ways to improve this. • Mental health - Define what is Mental Health, Why we say, "we are ok" when we are not, Understand different Mental Illnesses and strategies to maintain mental wellbeing. • Positive Body Image - What is body image and how does this impact boys and girls and their self-esteem? • Child Abuse - Understand different forms of child abuse, importance of consent and boundaries, whom to seek for support. • Bullying - meaning of bullying, cyberbullying, and the impacts on a person. Ways to respond to discrimination and where to seek support. • Health Eating and Cholesterol - What are the concepts of a healthy diet? What is good and bad cholesterol and ways to make your diet healthier? • Stress Management - Understand what causes stress and how to deal with it.
<p>Why is this being studied?</p>	<p>Statutory Guidance Keeping Children Safe in Education Demographic knowledge support.</p>	<p>Statutory Guidance Keeping Children Safe in Education Relationship and Sex Education Demographic knowledge support.</p>

Spring Overview

Year 7	Spring 1	Spring 2
Topic name	Politics, Parliament and Me	Staying Safe On and Offline

Declarative Knowledge

Politics:
To know the history of UK parliament.
To know the different between living in a democracy and a dictatorship is.

How is Our Country Run?
To know what the makeup of the Parliament is and the main roles it performs.
To understand the role is of the local MP.
To evaluate whether MP's are doing a good job at running the country and representing our views in Parliament.

The Role of the Prime Minister
To know the role of the Prime Minister.
To know the skills and qualities that make a good Prime Minister.

The Monarchy and King Charles:
To know what both the Monarchy and Commonwealth are.
To know the role King Charles III and his duties to the crown.

Elections and Campaigning:
To know what the different types of elections are in the UK
To know what the importance is of exercising your right to vote.

Creating a Political Party:
To know what the main parties that represent the UK in Parliament are.
To know what makes a good political party

Avoiding Gangs:
To know what gang behaviour looks like
To know what the range of punishments are available for breaking the law.

Staying Safe Online:
To know what a gut feeling is and how it links to my intuition.
To know what the risks are associated with 'being online'.

Online Gaming, Grooming and Addiction:
To know what a gaming addiction is and the symptoms of it.
To know what the benefits and risks associated with online gaming including grooms of players.
To know what support networks are available to help and support those in need.

Alcohol:
To know what are the consequences of alcohol misuse.
To know what negative impacts alcohol use is having on wider society.

Smoking:
To know what harmful chemicals are contained within a cigarette.
To know what the impacts smoking has on the body.

E-Cigarettes and Vaping:
To know the science behind vaping and the health consequences of it.
To know the difference between smoking and vaping.

Caffeine and Energy Drinks:
To know the health risks associated with energy drinks.

<p>Procedural knowledge</p>	<p>Politics: To know how politics impacts everyday life.</p> <p>The Role of the Prime Minister To know how a Prime Minister is chosen.</p> <p>The Monarchy and King Charles: To know how the line of succession works.</p> <p>Political Debates & Parliament: To know how different people may have many different views on a given topic. To know how the art of debates works. To know how Parliament debates are important.</p> <p>Elections and Campaigning: To know how a new government is formed after a general election.</p> <p>Creating a Political Party: To know how to create your own political party for the UK.</p>	<p>Avoiding Gangs: To know how to avoid gang behaviour. To know how some young people may end up joining a gang.</p> <p>Staying Safe Online: To know how to mitigate any risks associated with 'being online'. To know how to seek further help and support.</p> <p>Online Gaming, Grooming and Addiction: To know how to reach support networks available to help those in need</p> <p>Alcohol: To know how alcohol impacts the body.</p> <p>Smoking: To know how effective the government has been in helping people to quit smoking.</p> <p>E-Cigarettes and Vaping: To debate whether there should be a ban on High Street Vape shops.</p> <p>Caffeine and Energy Drinks: To know how much sugar and caffeine is in a range of energy drinks. To know how important it is to make healthy life choices.</p>
<p>Assessment/Outcomes</p>	<ol style="list-style-type: none"> 1. How does the UK determine who will be Prime Minister? 2. Why would a person vote for a political party? 3. How does the House of Commons work? 4. What does a political party do? 	<p>Confidence Checkers to measure progress weekly in lessons. Scenario Application weekly- Written responses.</p>

<p>Prior knowledge</p>	<p>Primary PSHE: I know and understand the meaning of the following: - democracy, sovereignty, dictatorship, government and monarchy.</p> <p>I can learn about organisations such as the United Nations.</p>	<p>Primary Statutory Guidance:</p> <p>Internet Safety and Harms -That for most people the internet is an integral part of life and has many benefits. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>Drugs, Alcohol and Tobacco - The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.</p> <p>Being Safe - How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>
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<p>Future learning</p>	<p>Year 8 Spring 1 – Law, Crime and Society:</p> <ul style="list-style-type: none"> • Desert Island Living – Rights come with responsibilities and fairest way to make choices. • Building a Community – What makes a good community, not stereotyping and pre-judging people, defining prejudice and discrimination. • Making Decisions and Making Priorities – Understanding how to be a good team player, how birth is celebrated in different religions. • Criminal Law and Society – the age of criminal responsibility in the UK and other countries; how the criminal justice systems treats young offenders, defining legal rights, and the rule of law. • Law Making in the UK – why society needs law, how a bill becomes a law in the UK and explaining recent changes in the UK. • Prison Reform and Punishment – a variety of punishments used in the UK Criminal Justice system, the theories behind punishment, arguments for and against the use of prisons. 	<p>Year 8 – Spring 2 – Dangerous Society On and Offline</p> <ul style="list-style-type: none"> • County Lines – What County lines mean recruitment (who is targeted) and signs of exploitation. Who is targeted? How psychological, financial and physical methods make people feel trapped. Seeking help and support. • Substance Misuse – Define the term, and understand the ways drugs affects users and why they maybe misused, support networks to support. • Online Safety and Cyber Bullying – Meaning of bullying and cyberbullying impacting an individual, responding to discrimination, managing oneself online. • Grooming – How to stay safe from grooming, spotting a fake profile and catfishing, seek support. • Alcohol & Staying Safe Online – Measurement of alcohol and limits, consequences of consumption, introduction of alcohol to a situation. • Child Exploitation and Online Protection – Define CEOP with examples, risks and dangers being online and how to reduce risks online.
<p>Why is this being studied?</p>	<p>Statutory Guidance Keeping Children Safe in Education Demographic knowledge support.</p>	<p>Statutory Guidance Keeping Children Safe in Education Demographic knowledge support.</p>

Summer Overview

Year 7	Summer 1	Summer 2
Topic name	Celebrating Diversity and Equality – Celebrating Diversity	Relationship and Sex Education - Friendships Respect and Relationships
Declarative Knowledge	<p>Multicultural Britain: To know what is meant by a ‘multicultural Britain’. To know the positive impact migration has had on Britain.</p> <p>Identity: To know what influences affect my identity.</p> <p>Importance of Kindness: To know what kindness is and to share examples of acts of kindness. To know what impacts an act of kindness can have. To know what acts of kindness I can do for myself and those around me.</p> <p>Learning Disabilities To have knowledge of learning disabilities are. To know basic etiquette around disabled people.</p> <p>Nature v Nurture: To know what the Nature v Nurture debate involves. To know what the different stages of socialisation are. To know what is socially acceptable and not socially acceptable.</p> <p>Prejudice and Discrimination: To know what the difference is between prejudice and discrimination. To know what characteristics people are prejudiced by.</p> <p>Breaking Down Stereotypes: To know what can be done to challenge stereotypes</p>	<p>Consent and Boundaries: To know what personal space is and why it is important. To know what consent is and when it is given.</p> <p>Respect and Relationships: To know what a wide arrange of different relationships are. To know what the difference is between friendship and relationship.</p> <p>What makes a good friend: To know what to look for in a friend and key qualities. To know what the benefits of having friends but also the risks of toxic friendships.</p> <p>Friendships and Managing them: To know what unhealthy friendships look like. To know what the dangers are of disclosing too much information to online friends. To know what makes a good friend most, if not all the time.</p> <p>Being Positive and Self Esteem: To know what my strengths are and why it is important to be aware of my own emotions.</p> <p>Pressure and Influence: To know what is the best way to deal with peer pressure</p> <p>Challenging Stereotypes. To know what stereotyping means. To know examples of how people may stereotypes.</p>

	<p>To know what the impacts both positive and negative stereotypes can have.</p>	
<p>Procedural knowledge</p>	<p>Multicultural Britain: To know how different groups have migrated to the UK over the past 60 years.</p> <p>Identity: To know how to describe my identity. To know how to express myself at home and at school.</p> <p>Learning Disabilities To know how important the right of language is.</p> <p>Breaking Down Stereotypes: To know how stereotypical views come about. To know how people judge before getting to know a person.</p> <p>Prejudice and Discrimination: To know how I can help support equality for all.</p>	<p>Consent and Boundaries: To know how to respond to people and situations in an assertive manner.</p> <p>Respect and Relationships: To know how to respect the rights of others and celebrate their differences.</p> <p>What makes a good friend: To know how to make new friends.</p> <p>Being Positive and Self Esteem: To know how to regularly give other people compliments and to try to be kind to others. To know how to turn a problem into an opportunity.</p> <p>Pressure and Influence: To know how peer pressure impacts people of all ages. To know how I am influenced and how my actions influence others.</p>

<p>Assessment/Outcomes</p>	<p>Confidence Checkers to measure progress weekly in lessons. Scenario Application weekly- Written responses.</p>	<p>Confidence Checkers to measure progress weekly in lessons. Scenario Application weekly- Written responses.</p>
<p>Prior knowledge</p>	<p>Primary PSHE Statutory Guidance:</p> <p>Respectful Relationships - the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. What a stereotype is and how stereotypes can be unfair, negative or destructive.</p>	<p>Primary PSHE Statutory Guidance:</p> <p>Caring Friendships - How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful Relationships - The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. The importance of self-respect and how this links to their own happiness.</p> <p>Online Relationships - How information and data is shared and used online.</p> <p>Mental Wellbeing - That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p>

<p>Future learning</p>	<p>LGBT Explored: Year 8 Summer 1</p> <p>LGBT – What?</p> <ul style="list-style-type: none"> • LGBT – Homophobia in Schools • Supporting LGBT • Challenging Homophobia • Transphobia and Coming Out 	<p>Identity, Relationships and Sex: Year 8 Summer 2</p> <ul style="list-style-type: none"> • Introduction to Relationship and Sex Education • Healthy Relationships • Dealing with Conflict • Sexual Orientation • Gender Identity • Introduction to Contraception. • What is Love?
<p>Why is this being studied?</p>	<p>Statutory Guidance Keeping Children Safe in Education Demographic knowledge support.</p>	<p>Statutory Guidance Keeping Children Safe in Education Relationship and Sex Education Demographic knowledge support.</p>