

Subject:	PSHE
Unit:	1
Year:	7

<p>Unit overview (why is it important that students study this unit and why now?) As students begin their secondary school career and meet many new people (teachers, peers) it is important that they develop a strong understanding of what their own identity is. They will meet many people who may be very different to them and to others they have met at primary school and it is therefore important to teach them to be open to differences and develop skills and strategies to be respectful to all.</p>		<p>Big questions: What is my identity made up of? How do I make new friends How do we embrace differences and support others? How do we treat others with respect and kindness?</p>	
<p>Powerful knowledge Identity Understanding others behaviour including those who are neurodivergent. What constitutes (dis)respectful behaviour and strategies to allow us to react calmly in the moment when others are disrespectful towards us.</p>		<p>Links to prior learning/future learning Year 7 will develop their understanding of prejudice and supporting others in term 2.</p>	
<p>Common misconceptions Assumptions about how those who are neurodivergent behave. That if someone treats you disrespectfully you should treat them in the same way.</p>		<p>Assessment (with a focus on formative assessment) Reflection points throughout followed by class discussion. End of half term review</p>	
<p>Disciplinary Vocabulary (what are the tier 2 and 3 words that are essential knowledge in this unit?)</p>			
<i>(key word)</i>	<i>(Definition)</i>		
Inherited	Derived genetically from one's parents or ancestors	bias	Prejudice for or against a person, group or idea that is based on personal opinion rather than on facts.
Genetic	Something that is transferred from parent to child	respect	Being considerate no matter who the other person is
accomplishments	An activity that a person can do well, a skill	Identity	The characteristics determining who or what a person or thing is
Introverted	A person who gets energy from spending time alone.	neurodivergent	A term to describe someone whose brain works differently from the 'typical' person
Extroverted	A person who gets energised by being with others and is often an outgoing, socially confident person.		
Neurodiversity	The diversity or variation of cognitive function in people.		

Episode	Key Learning: [overarching knowledge/ learning objective/ composite]	Disciplinary vocabulary	Component knowledge to be taught <i>(What is it students will know?)</i>	“So I can....” <i>(What will the students be able to do/produce?)</i>	<i>How will you assess they have understood this? Today/next lesson/next week?</i>
1 (2 less ons)	What is my identity made up of?	Identity Inherited Genetic Accomplishme nts	<p>Students must know:</p> <ul style="list-style-type: none"> • Our sense of identity is the person we see ourselves as • What their identity is made up of, which may be influenced by: experiences, family, nationality, education, culture, religion • What other people’s identities are made up of and why it is important to respect differences with regard to culture, ethnicity and religion: <ul style="list-style-type: none"> - It breeds tolerance and acceptance - It makes us less judgemental - It is a British Value that we are free to live in the way we choose • How they are unique in terms of social, personal, national, gender and cultural identity as well as interests and hobbies. 	<p>I will be able to respect and celebrate differences in the way other people live their lives.</p> <p>I will identify what makes up the different facets of my own identity taking into account my social, cultural, personal, national and gender identity as well as my interests and hobbies.</p>	<p>Identity artwork</p> <p>Plenary discussion on factors affecting our identity</p>
2 (1 less on)	Making new friends How do we embrace differences and support others?	Introverted Extroverted Neurodiversity Neurodiverge nt	<p>Students must know:</p> <ul style="list-style-type: none"> • What are good ways to make friends • What makes them an individual with regard to: things we can see (such as skin colour, height), ways we behave (such as being introverted or extroverted), things we do (such as interests and activities), things we can’t see (such as cultural background and values • How people’s brains might function differently, examples ADHD, autism, Asperger's syndrome, dyslexia, epilepsy, Dyspraxia. • How being neurodivergent can affect the way people behave. It is important to understand how and why others behave differently as this contributes to having an interesting community where people have different strengths and viewpoints. • How we can make it easier for neurodivergent people to be themselves. 	<p>I will be able to use strategies to help me make new friends.</p> <p>I will know what makes me an individual in terms of what people see, how I behave, what I do and factors that people cannot see such as my values. I will know how neurodivergence can influence the way people learn and make new friends.</p>	<p>Reflection points</p> <p>Class discussion</p> <p>End of lesson summary questions</p>

Episode	Key Learning: [overarching knowledge/ learning objective/ composite]	Disciplinary vocabulary	Component knowledge to be taught <i>(What is it students will know?)</i>	“So I can....” <i>(What will the students be able to do/produce?)</i>	<i>How will you assess they have understood this? Today/next lesson/next week?</i>
3 (1 less on)	Respectful behaviours How do we treat others with respect and kindness?	Bias Respect	<p>Students must know:</p> <ul style="list-style-type: none"> • Why it is important to treat others with respect, especially to those who are different from us and that we disagree with. That showing respect to everybody in our community makes our community stronger. • Why people behave in disrespectful ways and why it is important to remain respectful even to those who have behaved negatively towards us as it will lead to less conflict over time. • What respect and disrespect look and sound like in terms of what we say to others, our actions and our body language. 	<p>I will be able to treat others with respect , to accept them and be kind and listen to them no matter who they are and whether they are my friend or not.</p> <p>I will understand how (dis)respect makes me feel.</p> <p>I will know strategies to help me deescalate a situation when someone has been disrespectful to me.</p>	<p>Baseline assessment on confidence in understanding what are respectful behaviours Reflection points Half term review</p>