

Year 7 PSHE – SOW

This PSHE syllabus is delivered through three key strands:

Local and Global Citizenship

- To understand the rights and responsibilities of citizens of Bahrain and the wider world.
- To develop an understanding of diversity within society.

Personal Development

- To understand the concepts of health.
- To develop skills for study.
- To understand a sense of self, and the benefits of healthy relationships.

Education for Employability

- To appreciate the value of work.
- To understand how skills and interests can be used in shaping a career plan.
- To access information on the world of work.
- To develop the skills involved in sensible decision making.

Year 7

Citizenship – Diversity and Inclusion

This Year 7 unit focuses on introducing pupils to the basic skills and concepts of the subject. Pupils should also gain an understanding of the importance of the following concepts in the study of the subject: Diversity, Inclusion, Self-esteem, Cultural Identity, & Racism.

Personal Development – Feelings and Decisions

This Year 7 unit focuses on concepts of health and feelings. Pupils develop an understanding of promoting their own health and safety, and on how to reduce risk. The concept of relationships is introduced, linking to the school's year 7 pastoral work on friendship and anti-bullying. The following concepts are introduced: Health, Emotions, Feelings, Safety, Relationships, Friendship.

Employability – What is Employability?

This Year 7 unit focuses on introducing pupils to the world of work, and their own developing skills. The concept of career management is introduced, and goals are set. The wider world of work, and the major recent changes in it, is briefly explored, as is enterprise. Skills, Roles, Goals, Targets, and Enterprise are introduced.

PSHE - Year 7 Scheme of Work

Citizenship						
Week	Content Coverage	Learning Intentions	Activities	Materials and Resources	Skills Acquired	Cross-Curricular Links
1	Identity	By the end of this lesson pupils will be able to: - Describe what it means to have an identity - Recognise different groups they have an identity with - Analyse different aspects of their identity	- Students identify different aspects of their identity and present it in the form of a mind-map. - Students identify different groups that they belong to by completing a chart. - Students recognize what forms part of other people's identities from selected images.	PowerPoint My Identity worksheet Belonging to a group worksheet	- Interpretation - Initiative - Curiosity and imagination	Geography Global Perspectives PSHE
2-3	Attitudes to others	By the end of this lesson pupils will be able to: - Explain what is meant by diversity. - Differentiate between prejudice, stereotyping and racism. - Identify actions they can take to ensure that everyone feels welcome.	- Students are shown a graph of the population make-up of Bahrain asked to comment on the diversity of the country, - Paired task - pupils are required to complete a mind-map to highlight different examples of diversity in Bahrain. - Pupils read different scenarios and categorise them into examples of prejudice, stereotyping and racism. - Class discussion on the impact of prejudice, stereotyping and racism on society. - Pupils conduct a survey of how many different racial or ethnic groups there are in their class. - Students produce a group poster where each of their ethnic/racial groups is represented with words or pictures	PowerPoint Attitudes to others worksheet. A3 pages for class poster	- Collaboration - Organization. - Critical Thinking - Creative Thinking - Numeracy	Geography Global Perspectives Mathematics PSHE

4	What are Human Rights?	By the end of this lesson pupils will be able to: 1. Define human rights. 2. Differentiate between needs and wants. 3. Give examples of some human rights.	• Students are given post-it notes and asked to write down what they think human rights are, • Pupils categorise a list of items into needs and wants. A class discussion will be held on the human impact of not receiving basic needs. • Pupils are given a list of some human rights and asked to categorise them into rights that are there for 1) Protection 2) Standard of living 3) Equality. • Class discussion on what Human Rights pupils feel is most important. • Pupils are given a list of rights and asked to consider what responsibility would come with each.	PowerPoint Post-it notes Human Rights handout	• Collaboration • Organization. • Critical Thinking • Decision Making	History Geography PSHE
5	Children's Rights	By the end of this lesson pupils will be able to: 1. Explain why there is a need for children's rights. 2. Identify different rights that children are entitled to. 3. Make a judgement on the rights that they feel are most important.	• Pupils engage in a discussion based on the following questions: Why do children need extra rights? Why do you think the United States has not ratified the UNCRC? What extra rights do you think children require? • Students watch a video on children's rights. In pairs, they must write down what they learn from the video. • Pupils analyse a list of different children's rights. They must select the five most important rights before identifying which areas are covered by the rights. E.g. family life, health, well-being etc. • Class discussion on children's rights and whether the promises in the UNCRC are enough to make sure all the children of the world are properly cared for and protected.	PowerPoint Children's Rights handout	• Collaboration • Critical Thinking • Decision Making	History Geography PSHE

6-7	Where rights are denied	By the end of this lesson pupils will be able to: 1. Describe the problems faced by street children. 2. Differentiate between child labour and paid work for children. 3. Identify rights that have not been met for street children and child labourers.	• Class discussion centred on the following questions: 1) what are children's rights 2) Can you think of any examples of children's rights? 3) Why might some children around the world not have their rights fulfilled? • Active listening. Students watch a video on how rights are denied and complete questions on it. • Pupils make a list of the condition's children may have to face if they live on the streets or are forced into child labour. They then have to match each one with a right that all children should have. • Students use the internet to research an organization that is taking action to stand up for street children or child labourers. This will then present their findings in the form of a powerpoint presentation.	PowerPoint Active listening handout Where rights are denied worksheet ICT room	• Collaboration • Critical Thinking • Decision Making • Using ICT • Creativity and imagination • Literacy	English ICT PSHE
8	It's not fair	By the end of this lesson pupils will be able to: 1. Define discrimination. 2. Give examples of different types of discrimination. 3. Assess the impact of discrimination on society.	• Class discussion based around the following questions: 1) What is discrimination? 2) How can a person be discriminated against? 3) What actions can be taken to prevent discrimination? • Pupils read a series of scenarios on disability discrimination and make a judgement on whether the individual has been treated fairly or not. • Pupils read a comprehension on racial bullying and complete questions. • Pupils watch a video on age discrimination and hold a class discussion on how the people have been treated. • Age discrimination against young people discussion. Pupils read examples of age discrimination against young people and consider the following questions: 1) have you ever been discriminated against? 2) How did this make you feel? 3) What action did you take?	PowerPoint Disability discrimination worksheet Racial bullying comprehension Age discrimination video Age discrimination against young people handout	• Collaboration • Critical Thinking • Decision Making • Creativity and imagination	English History Geography PSHE

			Pupils create a role play to highlight one form of discrimination they have studied in class.			
9-10	Homelessness	By the end of this lesson pupils will be able to: 1. Explain what it means to be homeless. 2. Identify reasons why people become homeless. 3. Assess the work of organisations tackling homelessness.	- Pupils are shown an image of a homeless man and a discussion is held centred on the following questions: 1) What does the image show? 2) How might life be difficult for this person? 3) Why might people become homeless? - Pupils read the stories of two homeless people and complete a worksheet relating to it. - Class discussion based around the following: If your family suddenly became homeless and you had to pack up all your things, what would you miss the most? What would be some of the problems in temporary accommodation? - Pupils are asked to use the internet to research an organization that is trying to assist homeless people (Local or international). They will then complete a report with their findings.	PowerPoint Homelessness worksheet ICT suite Help for the homeless - Report handout	- Collaboration - Critical Thinking - Using ICT - Organization	English Language ICT PSHE
11	Getting involved in school	By the end of this lesson pupils will be able to: 1. Explain how to be more involved in school life. 2. Identify ways to be active, help others and have fun.	- Pupils create a mind-map of thoughts and feeling when they think of the word 'school'. Feedback will be taken and pupils given the opportunity to share their thoughts and opinions with each other. - In pairs, pupils are asked to identify ways in which they can get involved in school life. Questions posed to pupils: 1) Why do you participate in school activities? 2) what do you enjoy most about school activities? - Pupils are asked to create their own school event. Everyone in the class will need to share ideas and discuss: 1. What charity or organization are you going to support? 2. How are you going to raise money? 3. what type of event will it be?	PowerPoint ICT suite	- Collaboration - Critical Thinking - Using ICT - Organization - Creativity and imagination	ICT PSHE

			4. when will the event take place (dates and time) 5. who will the event be open to? (Whole school or just upper school?) Once pupils have answered these questions, they need to present their proposal for a charity event to the teacher. How they present it is up to them! For example, they could give a powerpoint presentation, a speech or create a poster to show their planned event.			
12	Why do we need rules?	By the end of this lesson pupils will be able to: 1. Explain how rules keep people safe. 2. Identify rules they abide by on a daily basis. 3. Justify why rules are needed to keep society in good order.	• Class discussion: 1) What are rules? 2) Why do we need rules? 3) Is it ever ok to break a rule? • Pupils are informed that rules are not there to spoil their fun! We need to have rules to follow so everyone can feel safe. Without rules in society, people could take your things, harm you and threaten you, without fear of being punished. Pupils are asked to write down ten rules that they are required to follow in school. They are then asked to decide on a reason for each rule e.g. safety, health. • Pupils are given a list of laws that are in place in Kuwait. They must come up with an explanation as to why each law is in place. • In groups, pupils are asked to imagine that their group has survived a plane crash and is stranded in a remote area. There is a small amount of food and bottled water in the plane wreckage, which is nearby. No adults are present. Discuss what rule would need to be followed until they are rescued.	PowerPoint School rules worksheet Stranded worksheet	• Collaboration • Critical Thinking • Organization • Creativity and imagination • Decision making • Teamwork	Geography Law PSHE

Personal Development

Week	Content Coverage	Learning Intentions	Activities	Materials and Resources	Skills Acquired	Cross-Curricular Links
13	Self-Awareness	By the end of this lesson pupils will be able to: 1. Identify what it means to be unique 2. Describe our different roles and identities 3. Explain how life experiences can shape us	• Pupils work in pairs and are given two minutes each to tell their partner what makes them special. E.g., their characteristics, likes, dislikes etc. Pupils will then be asked to join with another pair to form a group and share their details. • Students are asked to complete the 'you are unique' worksheet in order to assess the similarities and differences between them, their friends and their families. • Pupils are asked to consider 'Who am I?' Students draw an image of themselves on the worksheet and are asked to complete a mind-map of the different roles they have in their life. • Class discussion based on the following questions: What different roles do you have? How do different roles affect your responsibilities? Are you still the same person even though you might behave differently with different people? Which role do you like best or feel the most comfortable with? • Pupils are asked to draw a life map or make a timeline of their life so far. Go as far back as They can (they might need a parent or relative to help with some very early details). Include the events from their lives that they think are most important.	PowerPoint You Are Unique worksheet Who am I worksheet My life so far worksheet	• Critical Thinking • Collaboration • Curiosity and imagination	Geography Global Perspectives PSHE
14	Influences on me	By the end of this lesson pupils will be able to: 1. Identify the people who influence their lives	• Pupils are shown a diagram containing people who may have had an influence on their lives. They are required to complete the diagram in order to make it personal to them.	PowerPoint Who influences me? Worksheet	• Critical Thinking • Literacy • Decision making • Communication	Global Perspectives English Language

		- Describe the importance of friends - Differentiate between positive and negative influences	- Pupils are required to think about their own values. They must complete the 'you and your values' worksheet in order to consider who influences their behaviour and where their values have come from. - Pupils are to read a series of scenarios. They must decide how they would react in each. - Class discussion based on the following questions: What important decisions does a young person your age have to make in their life? Whose opinion would influence you most when making these decisions? How do your values influence your behaviour?	You and your values worksheet Do you know when to think for yourself? Worksheet Thinking for yourself worksheet.		PSHE
15-16	Self-image, self-confidence and self-esteem	By the end of this lesson pupils will be able to: - Describe what is meant by self-image, self-confidence and self-esteem. - Explain how we can improve our confidence and self-esteem	- A class discussion is held in order to discuss self-image, self-confidence and self-esteem. Pupils are then required to match the three with their correct definitions. - Pupils are required to consider how they would you rate their self-confidence and self-esteem? They should give themselves a score on a scale of 1-5, with 1 being the highest. Pupils are asked to discuss if their self-esteem changes depending on the environment that they're in. - Pupils make two lists. One list of things they are good at and one list of things they are not so good at. Pupils are then required to consider how to improve upon the things they are not so good at. - Pupils discuss why having friends is important and the methods they can use to make new friends. In pairs, pupils create a spider diagram containing top tips for making new friends. - In groups, pupils are given one week to find out as much as possible about clubs, societies and extra-curricular activities offered in the school. They will then	PowerPoint Self-image, self-esteem and self-confidence handout ICT suite Self-confidence table	- Leadership - Using ICT - Critical Thinking - Creativity and imagination - Collaboration - Teamwork - Organisation	ICT P. E PSHE

			present their findings, in the form of a powerpoint, leaflet or poster, to the rest of their class.			
17	Health matters	By the end of this lesson pupils will be able to: 1. Explain what health is 2. Describe what it means it means to be healthy 3. Identify the different parts that make up a person	• Pupils are presented with the definition of 'health' and asked the following questions: 1) Is the definition a good description of what it means to be healthy? 2) Do you think anything is missing? What else could you add to make the definition better? • Pupils read a list of pupil definitions of health. They must then decide which definition is most complete before coming up with their own definition. Pupils will write their definition on a sticky note for others pupils to view and discuss. • Pupils are informed that there a lot of different parts that make a person health: physical, emotional, social, mental and spiritual. For each part pupils are asked to write down two positive things about themselves. • Class discussion on what it means to be healthy.	PowerPoint Sticky notes Being a healthy person - worksheet	• Literacy • Critical thinking	P.E. Science English Language PSHE
18	How to be healthy	By the end of this lesson pupils will be able to: 1. Describe what it means to have a balanced diet 2. Explain the importance of regular exercise	• Class discussion: 1) What is a balanced diet? 2) What are the key features of a balanced diet? • Pupils complete the 'eat well plate' handout to highlight the make-up of a balanced diet. • Class discussion: 1) Why should we cut down on junk food? 2) what are the benefits of eating more fruit and veg? 3) Why is fibre important in our diet? • Pupils complete a food diary to show what foods/drinks they intake throughout a typical day. • Class discussion on exercise: 1) What types of exercise do you enjoy doing? 2)	PowerPoint Eat Well Plate-handout Eating habits food diary - handout Exercise diary - handout	• Critical thinking • Collaboration	P.E. Science PSHE

			What steps can you take to ensure that you are getting an appropriate amount of exercise each day? Pupils complete an exercise diary to assess their exercise habits over the course of a week.			
19	Safety first	By the end of this lesson pupils will be able to: - Describe how to keep safe on roads - Identify what to do in an emergency situation - Explain why we have health and safety rules in school	- Pupils are shown a series of photos and asked how health and safety/safety issues are being demonstrated in each. - In pairs, pupils are asked to identify key issues in road safety. They must then join with another pair to discuss what actions can be taken to reduce risk on our roads. - Class discussion on potential hazards in the home. - In pairs, pupils read a number of scenarios relating to health and safety at home and are asked to come up with a solution to limit risk. - A number of different school safety hazards are placed around the classroom. Pupils are required to identify the hazard the possible risks involved, and the rules in place to limit the risk.	PowerPoint Health and safety at home - handout Health and safety at school - handout	- Collaboration - Critical thinking - Teamwork - Literacy	English Language PSHE
20	Friendships	By the end of this lesson pupils will be able to: - Describe why friends are important - Identify the features of a healthy friendship - Differentiate between positive and negative traits of a friend - Explain how to cope with arguments with friends	- Class discussion: In what ways are your friends important to you? - Pupils take part in a walking debate where a series of questions are posed in relation to friendships. - Pupils read a series of statements on friendships. This must then categorise them into features of a positive friendship and features of a negative friendship. - Pupils analyse themselves as friends to others through answering a series of questions and reviewing their score. - Class discussion on arguments with friends: 1) When did you last have an argument with a friend? 2) How could an argument be avoided in the future?	PowerPoint. Features of a friendship - handout Are you a good friend? - worksheet	- Literacy - Critical thinking - Collaboration	English Language PSHE

			In pairs, pupils compile a list of tips and advice on having a healthy friendship.			
21	Getting on with people	By the end of this lesson pupils will be able to: 1. Explain why we need to relate to others 2. Identify what makes a healthy relationship with others 3. Explain how we form healthy relationships with family and friends	- Pupils produce a spider diagram to highlight the different people they have formed relationships with. Questions are then posed to pupils: 1) How does your relationships with others differ depending on the person and the context? 2) What impact would it have on you if every contact you had with other people was negative? - Pupils are introduced to four key components of healthy relationships: groundwork, effort, talking & listening and equality. They are then asked to consider the following: 1) Which component do you think is your strongest point as a friend? 2) Which components do you need to work on? 3) What actions can we take to be better friends? - In pairs, pupils are to read a news article, 'what makes you happy with life?' and asked to rank the six key components of being happy in order of their importance. - Pupils are asked to consider the concepts of sharing, forgiveness, respect, honesty and trust in a friendship. They are asked to give examples of when they have showed these qualities to a friend.	PowerPoint What makes you happy with life? - handout Qualities of a healthy friendship - handout	- Critical thinking - Literacy - Collaboration - Teamwork	English Language PSHE
22	Difficult situations	By the end of this lesson pupils will be able to: 1. Explain how we can cope with brothers and sisters 2. Describe why family relationships are important	- Pupils are presented with a series of statements on family relationships. They must sort them into positives and negatives. - Pupils are asked to consider relationships with siblings. They read three sibling related problems and, in pairs, come up with the solutions to the problems. - Pupils explore disagreements with parents. They must perform a role play to a given scenario and propose solutions to the issues.	PowerPoint Difficult situations with siblings - handout	- Critical thinking - Collaboration - Teamwork - Creativity and imagination	PSHE

			Pupils are required to design a poster containing top tips on maintaining poster relationships with siblings.			
23	Sorting out problems	By the end of this lesson pupils will be able to: 1. Explain how to show their feelings 2. Assess ways to cope with anger and conflict 3. Outline the importance of staying in control of their feelings	- Pupils engage in a class discussion: 1) What are emotions? 2) What emotions might a person experience on a daily basis? 3) How do we deal with emotions? - Pupils work in groups and thought-shower things that make them angry. They must then present their thoughts to the rest of the class and a discussion held. - Pupils analyze various ways to cope with anger and rank them in order of their helpfulness. - Pupils examine various situations and provide examples of how they could be dealt with in order to avoid conflict. Pupils are asked to share their answers with one another being conducting role plays to demonstrate how the situations could be dealt with successfully. - Class discussion: Why is it important to stay in control in uncomfortable situations?	PowerPoint A3 page and marker pens Avoiding conflict - handout	- Teamwork - Collaboration - Critical thinking - Literacy - Creativity and imagination	English Language PSHE

Employability

Week	Content Coverage	Learning Intentions	Activities	Materials and Resources	Skills Acquired	Cross-Curricular Links
24	Buying and selling worldwide	By the end of this lesson pupils will be able to: - Describe the importance of global trading - Differentiate between importing and exporting - Assess the advantages of the internet for businesses	- Class discussion: What is trade? - Pupils are required to list the items they use/consume that have been made/grown locally and those that have come from overseas. Q. What does the two lists tell us about the importance of buying and selling worldwide? - Pupils read a case study on a UK supermarket and asked to consider the following: 1) What are the advantages of buying local? 2) Why might buying local produce be problematic in a country such as Bahrain? - Pupils are given a list of different items/commodities and asked to categorise them into items that are exported and items that are imported to Kuwait. - Pupils are asked to consider the power of the internet in terms of business. Think-Pair-Share activity on the benefits of the internet for business. - Pupils are introduced to small business owners and asked to identify how the internet could benefit each of their businesses. - Class discussion: What would you miss the most if you could only buy products made in Kuwait?	PowerPoint Using the internet for small businesses - handout	- Critical thinking - Literacy - Decision making - Interpretation	Economics Business Studies English Language Geography Global Perspectives Careers
25	New technology	By the end of this lesson pupils will be able to: - Explain how technology is used in daily life - Identify how technology is used in schools	- Class discussion on the different types of technology that pupils use on a daily basis. - Pupils create a spider-diagram to identify the different types of technology used in their school. - Pupils asked to explain how technology helps improve their lives.	PowerPoint 'Schools must embrace technology' - handout ICT Suite	- Collaboration - Teamwork - Interpretation - Imagination and creativity - Using ICT	Technology and Design English Language ICT Careers

		3. Assess the impact of technology in the workplace	- Pupils read a news article on technology in schools. They will be organised into two opposing sides and asked to discuss and debate the viewpoints. - Pupils are asked to consider technology in the workplace. In pairs they must research technology in the workplace and create a poster to present its benefits.			
26	Health and safety	By the end of this lesson pupils will be able to: - Describe the importance of taking responsibility for their own health and safety - Identify the responsibilities of employers and employees - Determine how hazards and risks can be reduced in the workplace	- Class discussion: What is a hazard? What hazards do you encounter on a daily basis? What efforts can you make to reduce the risk of hazards? - Pupils are shown an image of a workplace and, as a class, are asked to identify the hazards. - Pupils are introduced to the responsibilities of employers and responsibilities of employees. Pupils are then asked to assess the implications of poor health and safety measures in the workplace. - Pupils are shown several common hazards in the workplace - In pairs, they must explain how a danger may arise and what action can be taken by an employer to limit risk. - Pupils are introduced to safety symbols. They must match the safety symbol with its correct purpose.	PowerPoint Health and safety - handout	- Collaboration - Teamwork - Interpretation - Critical thinking - Communication	PSHE Business Studies Careers
27	What am I good at?	By the end of this lesson pupils will be able to: - Identify their personal skills and qualities - Describe key skills for learning and employment - Explain how they can develop their key skills	- Pupils create a mind-map to show their skills and interests. - Pupils are given a list of qualities and asked to identify which ones apply to them. Using the qualities, they are then required to write a few sentences about themselves. Finally pupils, are asked to consider what type of career their qualities would be desirable in. - Pupils are asked to read the key skills handout. They are then asked to assess if any of the key skills apply to them. If a key skill does not apply to them, they	PowerPoint Mind-map - handout My personal qualities - handout My skills - handout	- Literacy - Critical thinking - Problem-solving	English Language Business Studies Careers

			are required to come up with a solution to acquire the skill. Pupils write down to show the skills they use in their daily lives.			
28	Thinking about my career	By the end of this lesson pupils will be able to: 1. Explain why people work 2. Differentiate between targets and goals 3. Set themselves personal goals and identify the targets needed to achieve them.	- In pairs, pupils consider the reasons why people work and record their answers in bullet points or a mind-map. - Pupils are introduced to the concept of SMART goals. They read the story of Nada and her development in school. In pairs, they are required to discuss what targets Nada could set to achieve her goals. - Pupils are asked to consider their own personal goals. They should identify three personal goals that they want to achieve. - Pupils assess their organization skills by answering a series of questions before analysing their results. - Class discussion: What is the difference between goals and targets? Why is setting goals important?	Powerpoint Why do people work? - handout Planning personal goals - handout How well do you organise your work? - handout	- Literacy - Critical thinking - Communication - Collaboration	English Language Careers
29	Investigating jobs	By the end of this lesson pupils will be able to: 1. Argue the importance of fulfilling work 2. Identify the skills and qualities needed for certain jobs 3. Analyse possible career options	- Class discussion: What job did you want to do when you were younger? How have your ambitions changed over time? What skills and qualities do employers look for in their employees? - Pupils complete a quiz and analyse the results to get a sense of what areas of employment may be appropriate for them. - Pupils use the internet to research jobs that interests them. They must record the skills/qualities, qualifications needed and the job role. - Class discussion: Why is it important to do a job you enjoy?	PowerPoint Investigating jobs quiz Investigating jobs - handout	- Using ICT - Critical thinking - Interpretation - communication	Careers ICT
30-31	Going into business	By the end of this lesson pupils will be able to: 1. Define an entrepreneur	Pupils are shown images of famous company logos and asked to identify the company they belong to.	PowerPoint Guide to designing a	- Literacy - Critical thinking	Careers Business Studies

		2. Describe the importance of new ideas 3. Design and market a product 4. Explain why it is important to plan carefully when setting up a business	• Pupils are shown an image of Steve Jobs and asked: Who is this person? What inventions is he famous for? How did his inventions revolutionise the computer and mobile phone industries? • Pupils read a short extract on the ingredients of a successful business. They must identify the features that makes a business successful and rank them in order of their importance. • Pupils are split into groups and take on the role of business partners. Their task is to design a new product, market it and outline how their business will run. They will then present their business proposal to the class. • Class discussion: What have you learned from completing your project about the importance of careful planning when starting a business?	business - handout Getting into business - handout	• Creativity and imagination • Teamwork • Collaboration • Problem-solving • Numeracy	English Language Technology and Design Maths
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