



Year 7 PSHE Work Booklet 1

Name	
Form	
House	
PSHE Teacher	

You will be covering these units and topics during lessons this term:

Unit	Topic
Health and Wellbeing	Transition and Safety
Relationships	Building Relationships
Health and Wellbeing	Health and Puberty
Relationships	Diversity

You will be covering these units and topics on a drop-down day:

Unit	Topic
Living in the Wider World	Financial Decision Making
Living in the Wider World	Developing Skills and attributes

Rules for PSHE Lessons

With your class and your teacher, you need to come up with 3 golden rules that everyone should follow for your PSHE lessons.







Unit 1 - Lesson 1

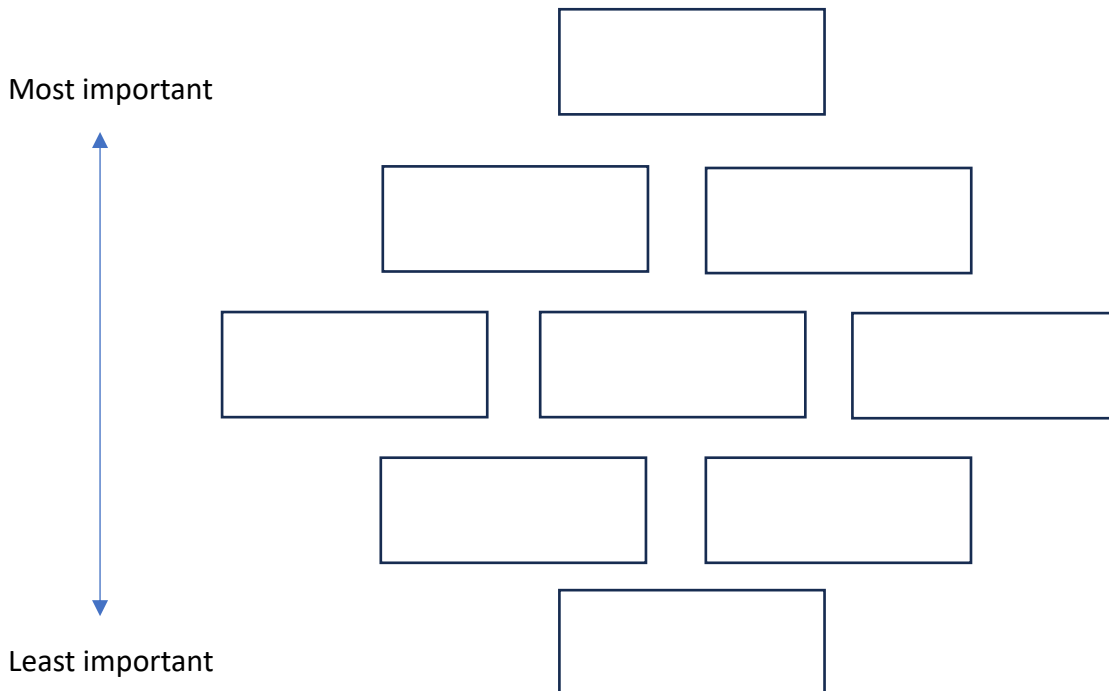
Do it now: Complete this as soon as you sit down.

1 = I don't know much about it 2 = Not confident just yet 3 I know some of this 4 = I know most of this 5 = Confident

	Beginning of lesson	End of lesson
I understand and can explain the qualities, attitudes and actions of a good friend.		
I understand appropriate actions to manage friendships.		

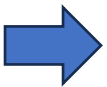
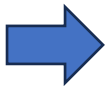
Starter: Jot down your discussion points and answers.

Friendship Diamond 9 – what do you value most in a friend?



Scenario	What you would be the best way to deal with it	What would have the best outcome	Other suggestions
1.			
2.			
3.			

Friendship Goals for this year:



Extension: Using the letters in friend, write down the characteristics of what you look for in a friend.

E.g. F could be... fun, faithful or fearless.

F

R

I

E

N

D

Lesson 2

Do it now: Complete this as soon as you sit down.

1 = I don't know much about it 2 = Not confident just yet 3 I know some of this 4 = I know most of this 5 = Confident

	Beginning of lesson	End of lesson
I know how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing.		
I can review my strengths, interests, skills, qualities and values and how to develop them.		

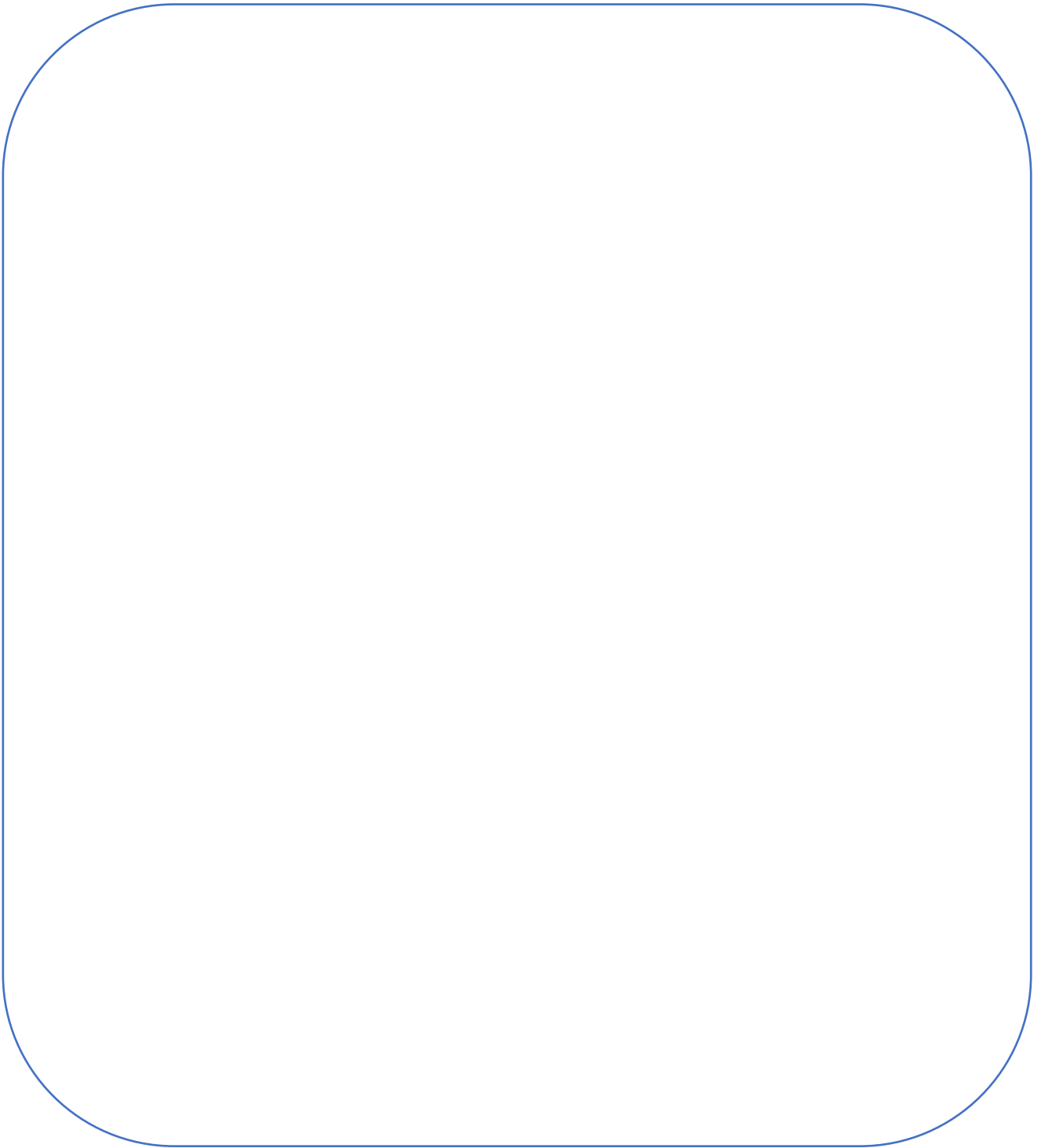
Starter: Jot down your discussion points and answers.

What does unique mean?

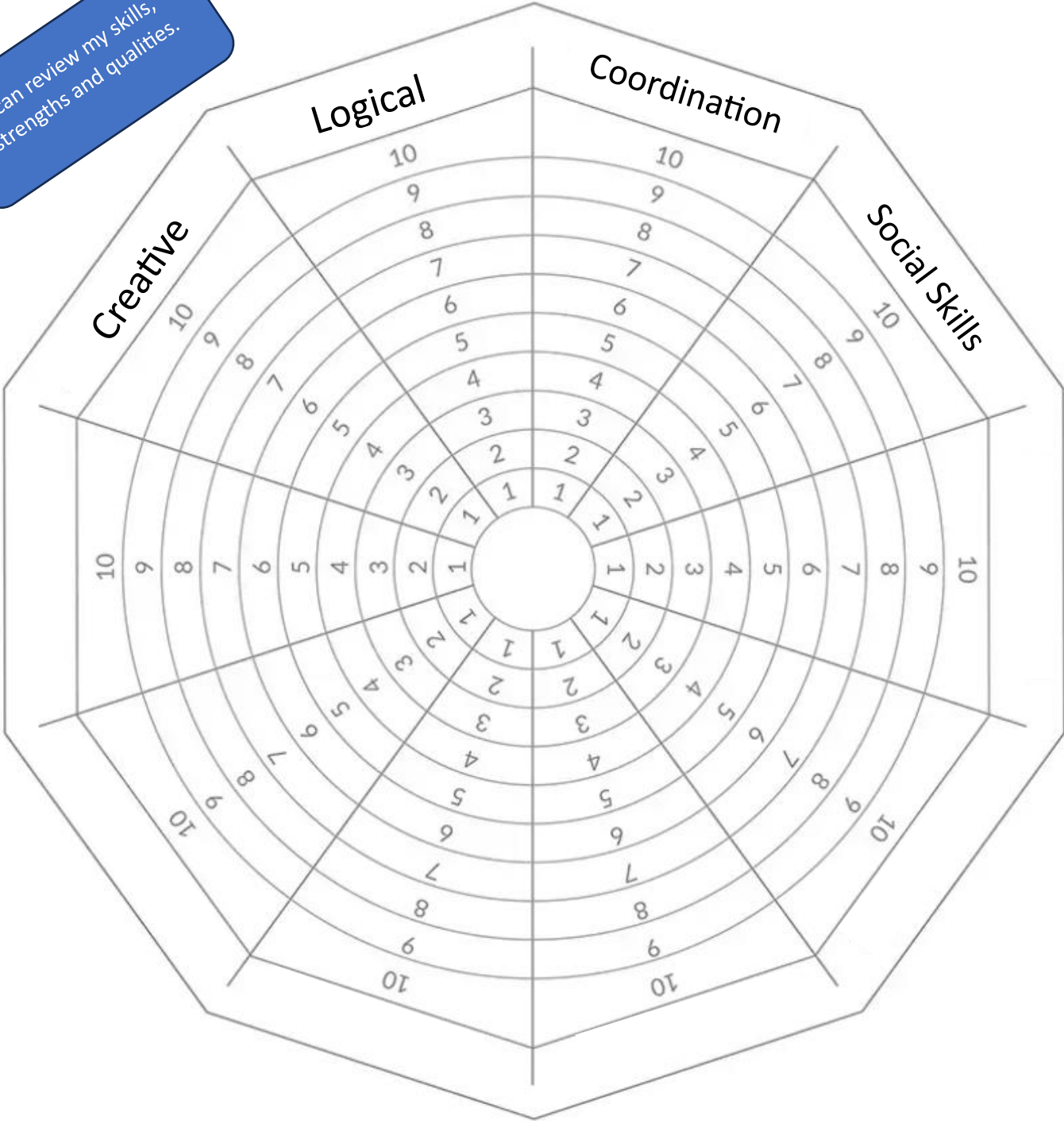
Self- Esteem

Things that can increase your self-esteem	Things that can decrease your self-esteem

Task – Hand Drawing



I can review my skills, strengths and qualities.



Personal Targets for Year 7

- ❖
- ❖
- ❖

Lesson 3

Do it now: Complete this as soon as you sit down.

1 = I don't know much about it 2 = Not confident just yet 3 I know some of this 4 = I know most of this 5 = Confident

	Beginning of lesson	End of lesson
I understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)		
I know how to identify risk and manage personal safety in increasingly independent situations, including online.		

Starter: Jot down your discussion points and answers.

Definitions

Wellbeing	
Resilience	



Task

A large, empty rounded rectangular box with a thin blue border, intended for writing notes or tasks.

Jot down any points, notes or tasks.

A second large, empty rounded rectangular box with a thin blue border, identical to the one above, intended for writing notes or tasks.

Unit 2 - Lesson 1

Do it now: Complete this as soon as you sit down.

1 = I don't know much about it 2 = Not confident just yet 3 I know some of this 4 = I know most of this 5 = Confident

	Beginning of lesson	End of lesson
I know the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)		
I know the indicators of positive, healthy relationships and unhealthy relationships, including online.		
I know how to develop personal values in friendships, love and sexual relationships		

Starter: Jot down your discussion points and answers.

School Acquaintances	Friends	Family



Jot down any points, notes or tasks.

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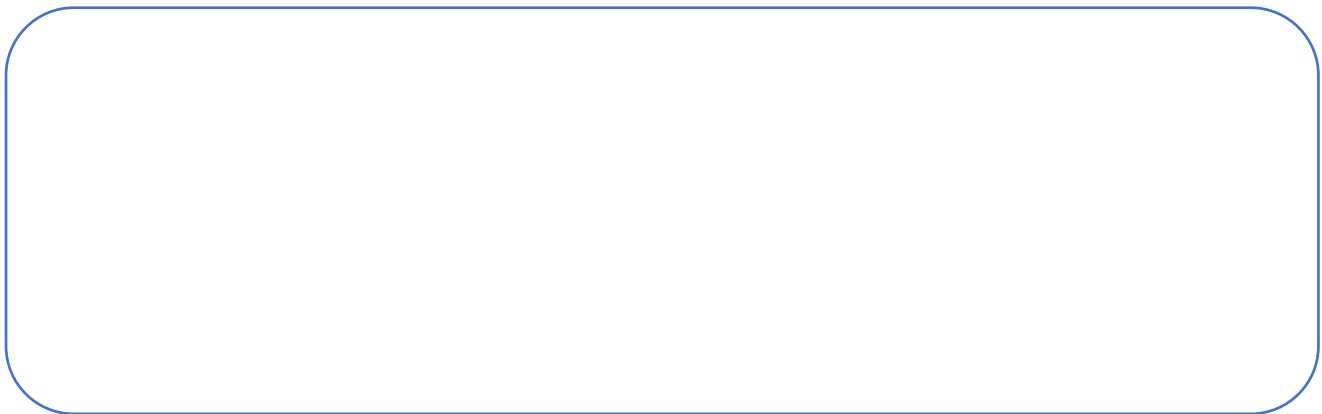
Lesson 2

Do it now: Complete this as soon as you sit down.

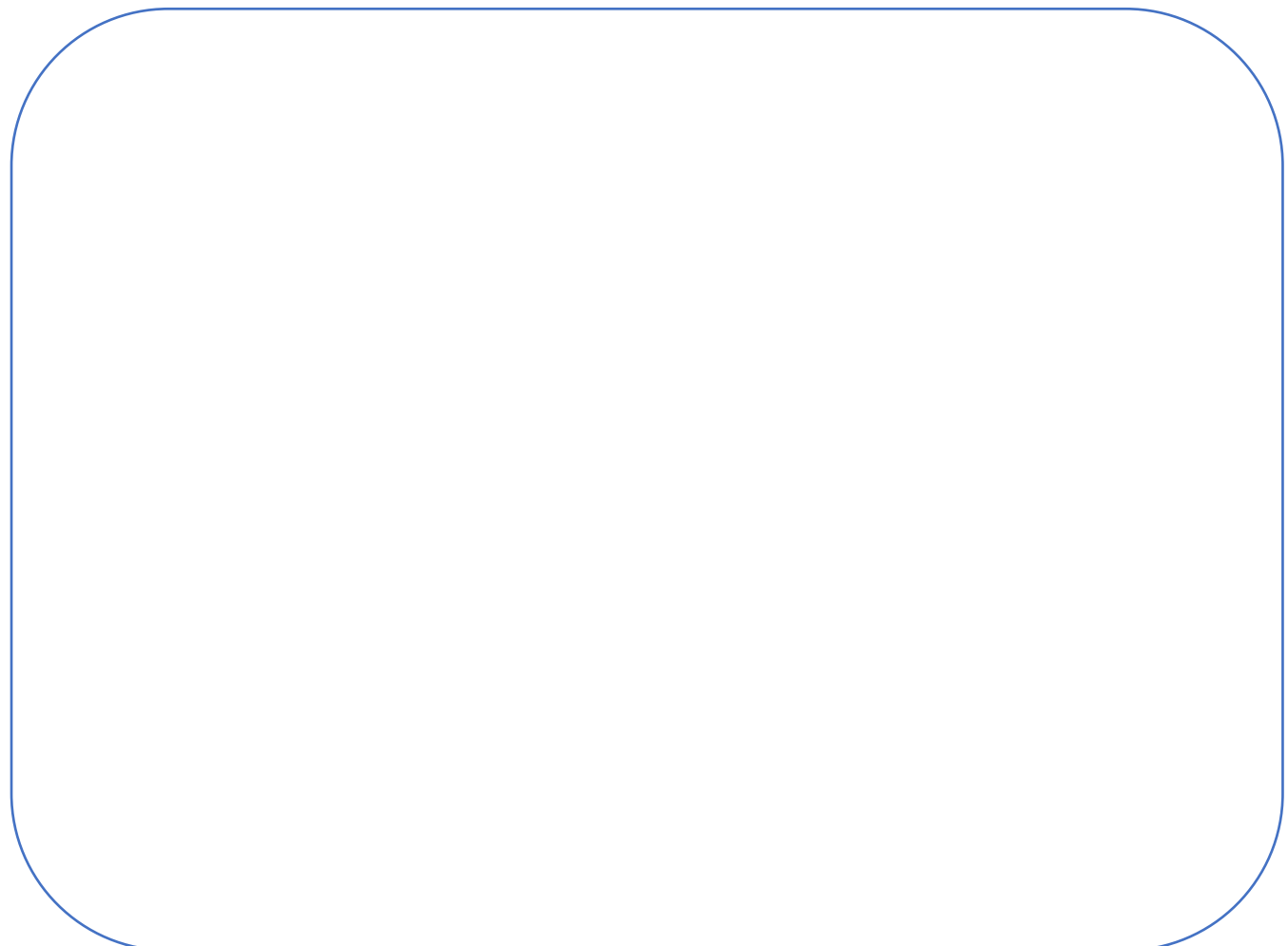
1 = I don't know much about it 2 = Not confident just yet 3 I know some of this 4 = I know most of this 5 = Confident

	Beginning of lesson	End of lesson
I know how to safely and responsibly form, maintain and manage positive relationships		
I can evaluate expectations about gender roles, behaviour and intimacy within romantic relationships		

Starter: Jot down your discussion points and answers.



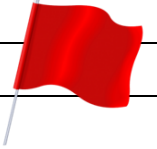
Jot down any points, notes or tasks.





Green Flags

Reg Flags



Gender Stereotypes

Male

Female

Stereotypes

- Aggressive
- Hysterical
- Indecisive
- Talkative
- Kind
- Blunt
- Logical
- Independent
- Not easily influenced
- Gentle
- Sensitive
- Active
- Passive
- Home oriented

Jot down any points, notes or tasks.

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Lesson 3

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	Beginning of lesson	End of lesson
I understand about consent; that being pressurised, manipulated or coerced, to agree to something is not giving consent, and how to seek help in such circumstances.		
I can show the skills of active listening, clear communication, team working, negotiation and compromise		

Starter: Jot down your discussion points and answers.

Boundaries
Negotiation
Peer-pressure
Consent
Compromise

Permission for something to happen or agreement to do something
Being influenced by your peers to do something harmful/ you did not wish to do.
Limits and rules we set for ourselves in relationship
Discussion aimed at reaching an agreement
A way of reaching agreement in which each person or group gives up something that was wanted in order to end an argument or dispute

Jot down any notes or tasks:

Boundaries	Importance
<i>1. Saying no to boys from the other school trying to touch you on the bus, and telling adults so that it does not happen again</i>	<i>I would feel upset if they do and this is MY body</i>
2.....
3.....
4.....

Jot down any notes or tasks:

