

# YEAR 7 PSHE

## UNIT 6 : Belonging & Building Foundations

Length: 7 weeks

### UNIT RATIONALE

This unit introduces pupils to secondary school life and supports them in building the foundations needed for a successful start to Key Stage 3. As Half Term 1, it focuses on belonging, community, personal wellbeing and early future planning.

Pupils explore how to form positive relationships, understand what community means and recognise their role within both school and wider society. They reflect on their transition from primary school and consider how change can bring both challenge and opportunity.

The unit also introduces key life skills that will underpin future PSHE learning, including sleep and wellbeing, early financial awareness and career aspiration. Pupils are encouraged to reflect on their identity, consider their goals and begin developing habits that promote responsibility and resilience.

### UNIT INTENT

By the end of this unit: -

To support pupils in settling successfully into secondary school and developing a sense of belonging.

- To understand what community means and recognise individual responsibility within it.
- To reflect on personal transition experiences and develop strategies for managing change.
- To understand the importance of sleep and healthy routines for physical and mental wellbeing.
- To introduce key financial concepts including money, value and responsible decision-making.
- To begin exploring future aspirations and recognise how present choices can influence long-term goals.

## SCHEME OF WORK – EXPLICIT OVERVIEW

Week	Lesson Focus	Non-Negotiable Knowledge (Pupils must be taught...)	Explicit Examples to be Taught	Strategies Pupils Must Learn	Expected Outcome
1	Getting to Know People – Building Positive Relationships	Belonging is created through shared values, respect and communication. First impressions matter but can change. Active listening and respectful communication build trust.	School expectations for respectful behaviour. Examples of positive vs negative first impressions. Body language cues.  Explicit BV link – Mutual respect – Pupils learn that respectful communication, listening and valuing others’ views are essential for building positive relationships within the school community.	Use active listening (eye contact, nodding, not interrupting). Use agreed discussion sentence stems. Challenge opinions not people.	Pupils can explain how to build positive relationships and demonstrate respectful communication.
2	What is a Community?	A community is a group of people connected by shared location, interest or identity. Communities function best when members contribute positively. Rules protect everyone.	School community. Local community. Online communities. School rules linked to safety and fairness.  Explicit BV link – Rule of law – Pupils understand that communities function safely and fairly when shared rules are followed and that rules exist to protect the rights of everyone.	Identify roles within a community. Explain how rules protect rights. Use structured discussion stems.	Pupils can define community and explain their responsibilities within the school community.
3	Transition Points	Transition means a period of change. Change can bring mixed emotions.	Primary to secondary transition. Moving house. Starting a new club. Rollercoaster emotion analogy.	Name emotions before/during/after change. Identify one	Pupils can describe feelings

	in Your Life	Coping strategies can reduce anxiety during transition.	Explicit SMSC link – Emotional development – Pupils explore the emotions linked to change and learn healthy coping strategies for managing anxiety and uncertainty.	coping strategy (talking to someone, planning ahead, practising routines).	linked to transition and identify practical coping strategies.
4	Sleep and Relaxation	11–16 year olds need 8–10 hours of sleep. Sleep supports memory, mood, growth and immune function. Poor sleep affects concentration and emotional regulation.	Brain vs body benefits of sleep. Effects of screen time before bed. Melatonin production at night.	Create a bedtime routine. Reduce screen use before sleep. Identify one change to improve sleep hygiene.	Pupils can explain why sleep matters and design a simple sleep improvement plan.
5	Financial Education – Understanding Money	Money is a medium of exchange, a store of value and a unit of account. Bartering existed before currency. Governments collect tax and spend money on public services.	Bartering examples. UK currency. Government spending on health, education and overseas aid.	Differentiate needs vs wants. Identify positive and negative uses of money. Evaluate a statement using discussion stems.	Pupils can describe what money is, explain how it is used and give examples of responsible financial decisions.
6	Careers and	A career is a long-term pathway that may include education, training and	Examples of different career pathways. Education vs training	Set one short-term goal. Identify one	Pupils can describe

Your  
Future

different jobs. Aspirations can change over time. Present habits influence future options.

routes. Skills developed in Year 7 that support careers.

skill to develop.  
Reflect using structured sentence starters.

what a career is and identify one action they can take now to support their future goals.

## ADAPTIVE TEACHING AND SEND INCLUSION – TERM 5:

### Core concepts for this unit – what all pupils must know

For this unit, the essential knowledge that all pupils must secure is:

- A transition is a period of change that can bring mixed emotions before, during and after the event.
- Coping strategies such as talking to a trusted adult, planning ahead and practising routines can reduce anxiety during change.
- 11–16 year olds need 8–10 hours of sleep to support memory, mood, growth and concentration.
- Money is a medium of exchange, a store of value and a way of showing what things are worth.
- Communities work best when members understand both their rights and their responsibilities.

### Reducing demand in this unit (without reducing ambition)

Teachers can lower demand by:

- Pre-teach and display key vocabulary with simple definitions: Community, Belonging, Transition, Coping Strategy, Routine, Currency, Career.

- Break abstract ideas into concrete examples, e.g. link community to the school tutor group before discussing wider society.
- Use structured sentence starters for discussion: A community is... One responsibility I have is... A coping strategy I could use is...
- Chunk information into small sections and pause regularly for low-stakes checks for understanding.
- Reduce reading load by extracting only essential information from longer texts such as the money poem or government spending slides.
- Provide visual organisers (before/during/after charts for transition; brain/body split for sleep; needs vs wants table for money).
- Limit debate tasks to two clear viewpoints before asking pupils to evaluate or justify fully.
- Model one complete example response before independent written reflection tasks.

### Supporting SEND pupils

- Pre-teach and regularly revisit key vocabulary using simple, consistent definitions and visual prompts: Community, Transition, Routine, Currency, Responsibility, Career.
- Use dual coding to support understanding, for example pairing sleep benefits with labelled brain/body diagrams and using before/during/after emotion charts for transition.
- Provide structured writing frames for reflection tasks, including modelled examples before independent work.
- Offer alternative ways to demonstrate understanding such as verbal responses, sorting activities or matching tasks instead of extended written answers where appropriate.
- Break tasks into short, timed stages with clear success criteria to reduce cognitive overload.
- Use guided small-group discussion before whole-class sharing to support pupils with social communication needs or anxiety.
- Provide explicit modelling of respectful communication and rehearse discussion norms before debate tasks.
- Monitor emotional regulation carefully during discussions about change, financial difficulty or personal experiences, offering opt-out or regulation breaks where needed.

### COMMON MISCONCEPTIONS

Common Misconception

Correct Knowledge (What pupils must understand)

Transition only means moving schools.

If you feel nervous about change, something is wrong.

Sleep only affects how tired you feel.

Money is only used to buy things.

Communities are only places where people live.

Careers are single jobs that you choose once and keep forever.

Being part of a community means you do not have individual responsibility.

Transition refers to any period of change in life, including changes in environment, relationships, routines or responsibilities.

Feeling nervous, excited or uncertain during transition is normal. Mixed emotions are a natural response to change.

Sleep affects memory, concentration, mood, growth and the immune system as well as energy levels.

Money is a medium of exchange, a store of value and a way of showing what goods and services are worth.

Communities can be based on shared interests, identity, online spaces or schools, not just physical location.

A career is a long-term pathway that may include education, training and multiple different jobs over time.

Communities function best when individuals understand both their rights and their responsibilities.