



Year 7 Content

	Learning Intentions	Success Criteria
My body now	Young people learn the correct names for parts of their body, including male and female genitalia, and their functions.	I can name parts of my body. I can talk about the different parts of my body and what they do.
My changing body	Young people recognise that body changes with puberty impact on feelings and behaviour. Young people learn strategies to manage emotions. Young people understand the importance of personal hygiene.	I can describe the changes that take place with puberty. I understand how to maintain personal hygiene. I can identify things to do or someone to talk to if I have a question or a worry.
Menstruation	Young people will learn about menstrual well-being including the key facts about the menstrual cycle.	I can describe the changes that take place with puberty. I can identify things to do or someone to talk to if I have a question or a worry. I am aware of the different products available.
Learning about my body	Young people learn the correct names for parts of their body, including male and female genitalia, and their functions. Young people learn strategies to manage emotions.	I can describe the changes that take place with puberty. I am aware of the changes my peers will experience.
Body image and influences	Young people learn about the influence and impact of media on body/self-image. Young people become critical of what they see and hear.	I can describe how popular culture and social media promote stereotypes and unrealistic representations of both women and men and can reflect on how these impact on groups and individuals. I understand and accept diversity amongst my peers.
Body confidence	Young people learn about the influence and impact of media on body/self-image. Young people view themselves as unique individuals.	I describe myself positively and can talk about my unique attributes and interests. I understand and accept diversity amongst my peers.
Equality	Young people learn about themselves, what makes them unique and the idea of diversity. Young people learn about gender and consider stereotypes and gender-biased expectations.	I understand that how I look, how I behave, or my aspirations should not be limited by stereotypes, my sex or expectations of what boys and girls should do. I can give examples of, and can challenge, stereotypes. I can distinguish between sex and gender.

Exploring gender	<p>Young people learn about gender and consider stereotypes and gender-biased expectations.</p> <p>Young people reflect on the experience of being transgender.</p>	<p>I can distinguish between sex and gender.</p> <p>I can give examples of, and can challenge, stereotypes.</p> <p>I show respect for others and I understand and accept diversity amongst my peers.</p>
Intimate Relationships	<p>Young people are given basic knowledge about having sex (intercourse).</p> <p>Young people explore what a positive first sexual experience might be like, framed as young people's right to be healthy, happy and safe in their personal and intimate adult relationships.</p> <p>The age of consent is clarified.</p>	<p>I can describe what sex/sexual intercourse can involve.</p> <p>I understand that romantic relationships do not need to include sex.</p> <p>I recognise the pressures young people face to be sexually active.</p>
Making Choices	<p>Young people discuss sex as part of adult relationships which are characterised by kindness, love and intimacy.</p> <p>Young people explore what a positive first sexual experience might be like, framed as young people's right to be healthy, happy and safe in their personal and intimate adult relationships.</p>	<p>I can discuss what I am looking for in relationships.</p> <p>I understand that it is okay not to be in a relationship.</p> <p>I understand that romantic relationships do not need to include sex.</p>
Consent in Relationships	<p>Young people know that consent in the context of relationships is about communication and respect and means asking another person for permission to do something.</p> <p>Young people understand the pressures they face in relationships, including sexual relationships.</p>	<p>I can explain what consent in relationships means.</p> <p>I can explain what sexual consent is.</p> <p>I am building understanding that I am responsible for my actions towards others.</p> <p>I know that I do not need to be in a relationship, and that relationships do not need to be sexual unless I wish them to be so.</p>
The Age of Consent	<p>Young people understand the pressures they face in relationships, including sexual relationships.</p> <p>Young people know what the age of consent is.</p>	<p>I am building understanding, skills and capacity to assert myself in relationships so that I can express what I want and don't want.</p> <p>I can explain what the age of consent is.</p> <p>I can identify a place or person to go to if I have questions or a worry.</p>
Me Online	<p>Young people talk about their online activity.</p> <p>Young people consider how popular culture and media impacts on them.</p>	<p>I can describe what I do online.</p> <p>I reflect on my own behaviour and actions when I am online.</p>
Netiquette	<p>Young people talk about their online activity.</p> <p>Young people consider how popular culture and media impacts on them.</p>	<p>I reflect on my own behaviour and actions when I am online.</p> <p>I can reflect on the benefits and risks involved in being online.</p> <p>I can compare online and offline behaviour.</p>
Sending and Sharing Images	<p>Young people consider how popular culture and media impacts on them.</p> <p>Young people identify sources of information and support.</p>	<p>I can reflect on the benefits and risks involved in being online.</p> <p>I have strategies to deal with situations that cause me concern.</p> <p>I can identify people or places to go to when I have questions or a worry.</p>

<p>Respect Me</p>	<p>Young people understand the meaning of respect, respectful behaviour and ways respect can be demonstrated.</p> <p>Young people recognise the contribution that respectful behaviour has towards developing healthy relationships</p>	<p>I understand the effects and consequences of our behaviour on the wellbeing of others.</p> <p>I understand that everyone shares responsibility for creating a climate of trust and respect.</p>
<p>Feeling Emotional</p>	<p>Young people understand that puberty is a time of change that impacts both physically and mentally/emotionally.</p> <p>Young people can identify sources of information and help.</p>	<p>I reflect on the importance of both my physical and mental/emotional health.</p> <p>I understand that mental ill-health is stigmatised and I can show empathy and understanding for others.</p> <p>I know who or where I can go to for support or if I have a worry or a question.</p>
<p>Looking After Myself and Others</p>	<p>Young people understand that puberty is a time of change that impacts both physically and mentally/emotionally.</p> <p>Young people learn empathy and understanding for people who experience mental ill-health.</p>	<p>I reflect on the importance of both my physical and mental/emotional health.</p> <p>I know who or where I can go to for support or if I have a worry or a question.</p> <p>I recognise my responsibilities in friendships.</p>