

# PCSHE Booklet – Year 7

## Topic 1 – Resilience and Self-esteem

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Year 7 Curriculum					
<b>Topic 1: Resilience and Self-Esteem</b>  Personal identity, positive thinking, confidence, self-esteem and resilience.	<b>Topic 2: Political Systems</b>  Political system in the UK, Parliament, voting and elections, liberty.	<b>Topic 3: Diversity and Relationships</b>  Diversity, prejudice, and bullying	<b>Topic 4: Your Changing Body</b>  Puberty, body image, unwanted contact, and FGM	<b>Topic 6: Building relationships</b>  Self-worth and sexting, romance and friendships (including online) and relationship boundaries	<b>Topic 7: Financial decision making</b>  Saving, borrowing, budgeting and making financial choices

### If you need any support...

<b>Home/school support:</b> <ul style="list-style-type: none"><li>• A friend</li><li>• A teacher</li><li>• Your tutor</li><li>• Parents/carers</li><li>• Mrs Aston</li><li>• Mrs Loveridge</li><li>• Mrs Jones</li><li>• Mr Hayward</li></ul>	<b>Reputable organisations:</b> <ul style="list-style-type: none"><li>• Young Minds - <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></li><li>• Childline - <a href="http://www.childline.org.uk">www.childline.org.uk</a> Phone: 0800 1111</li><li>• Samaritans - <a href="http://www.samaritans.org">www.samaritans.org</a> Phone: 116 12</li><li>• Young Mind Matters – Text 07480635723</li><li>• Kooth – <a href="http://Kooth.com">Kooth.com</a></li><li>• TIC+ - online text chat - 07977334433</li></ul>
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<b>Self-help apps</b> <ul style="list-style-type: none"><li>• Calm Harm – Managing self-harm</li><li>• MindShift – to help manage anxiety and urges to self-harm</li><li>• Cove – express your mood with music</li><li>• Stress and Anxiety Companion – helps your manage stress and anxiety</li><li>• Chill Panda – relaxation and breathing exercises.</li></ul>
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# Knowledge Organiser

## PCSHE – Year 7 Term 1 – Resilience and Self-Esteem

<p><b>KPI1 – Key terms</b></p> <ul style="list-style-type: none"><li>- Resilience: the capacity to recover quickly from difficulties.</li><li>- Self-esteem: thoughts about yourself and what you are like as a person.</li><li>- Identity: the fact of being who or what a person or thing is.</li><li>- Unique: being one of a kind.</li><li>- Coping strategies: Specific actions that people use to master, tolerate, reduce or minimise stressful events.</li></ul>	<p><b>KPI3 – What are the British Values?</b></p> <p>Another potential influence can be the British values which are part of all of our lives and influence them in different ways. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>These values are <b>Democracy, Rule of Law, Respect and Tolerance, Individual Liberty.</b></p> <p><b>Democracy:</b> A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities.</p> <ul style="list-style-type: none"><li>• <b>Examples:</b> Leadership and accountability, joint decision making, the right to protest and petition, receiving and giving feedback.</li></ul> <p><b>Rule of Law:</b> The need for rules to make a happy, safe and secure environment to live and work.</p> <ul style="list-style-type: none"><li>• <b>Examples:</b> Legislation (law making), codes of conduct</li></ul> <p><b>Respect and Tolerance:</b> Understanding that we all don't share the same beliefs and values.</p> <p>Respecting the values, ideas and beliefs of others whilst not imposing our own others.</p> <ul style="list-style-type: none"><li>• <b>Examples:</b> Embracing diversity, the importance of religion, traditions, cultural heritage and preferences, stereotyping, labelling and prejudice, tackling discrimination.</li></ul> <p><b>Individual Liberty:</b> Protection of your rights and the right of others you work with.</p> <ul style="list-style-type: none"><li>• <b>Examples:</b> Equality and Human Rights, respect and dignity</li></ul>	<p><b>KPI4 – What is self-esteem?</b></p> <ul style="list-style-type: none"><li>- <b>Self-confidence:</b> Having self confidence means that you believe that you are able to do and achieve things. It means that you're willing to try new things because you know you are capable of making a success of it.</li><li>- <b>Low self-confidence:</b> Doubting your ability to do things</li><li>- <b>Self-esteem is important</b> because it heavily influences people's choices and decisions. In other words, <b>self-esteem</b> serves a motivational function by making it more or less likely that people will take care of themselves and explore their full potential.</li></ul>
<p><b>KPI5 – How can you be more resilient?</b></p> <ol style="list-style-type: none"><li>1. Develop a positive sense of self by focusing on strengths and accomplishments</li><li>2. Making meaningful connects i.e. with friends/family.</li><li>3. Maintaining a positive outlook i.e. always focusing on the positive aspects of life.</li><li>4. Developing a sense of purpose by supporting your community/moving towards goals.</li><li>5. Gaining self-confidence by embracing new challenges.</li><li>6. Taking care of yourself by: journaling, meditating, exercise etc.</li></ol>	<p><b>KPI6 – Helpful coping strategies.</b></p> <ol style="list-style-type: none"><li>1. Breathe deeply and/or step away.</li><li>2. Gain perspective – how will this disappointment impact on life tomorrow, new week, next year?</li><li>3. Recognise the strength even when things go wrong.</li><li>4. Remember a time when a similar problem worked out fine.</li><li>5. Can help or speak to someone who might know how to manage it in a different way.</li><li>6. Reframe the negatives and turn them into positives – i.e. look for the silver lining.</li><li>7. Make an achievement or positive qualities log which can be read as a reminder of the positives when things go wrong.</li></ol>	
<p><b>KPI2 – What influences our identity?</b></p> <p>Different aspects can make up our identity including:</p> <ul style="list-style-type: none"><li>- Personality</li><li>- Hobbies</li><li>- Appearance</li></ul> <p>What can influence our identity?</p> <ul style="list-style-type: none"><li>- Family</li><li>- Race</li><li>- Fashion</li><li>- Music</li><li>- Sports Teams</li><li>- Sexuality</li><li>- Gender</li><li>- Social Class</li></ul>	<p><b>If you need any support...</b></p> <p>Home/school support:</p> <ul style="list-style-type: none"><li>• A friend</li><li>• A teacher</li><li>• Your tutor</li><li>• Parents/carers</li><li>• Mrs Loveridge</li><li>• Mrs Jones</li><li>• Mr Hayward.</li></ul> <p>Reputable organisations:</p> <ul style="list-style-type: none"><li>• Young Minds - <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></li><li>• Childline - <a href="http://www.childline.org.uk">www.childline.org.uk</a> Phone: 0800 1111</li><li>• Samaritans - <a href="http://www.samaritans.org">www.samaritans.org</a> Phone: 116 12</li><li>• Young Mind Matters – Text 07480635723</li><li>• Kooth – <a href="http://Kooth.com">Kooth.com</a></li><li>• TIC+ - online text chat - 07977334433</li></ul> <p><b>Self-help apps</b></p> <ul style="list-style-type: none"><li>• Calm Harm – Managing self-harm</li><li>• MindShift – to help manage anxiety and urges to self-harm</li><li>• Cove – express your mood with music</li><li>• Stress and Anxiety Companion – helps your manage stress and anxiety</li><li>• Chill Panda – relaxation and breathing exercises.</li></ul>	

# Information Page

## Ground Rules:

### **Everyone has the right to and the responsibility to...**

- Feel listened to
- Join in and speak if they want to
- Ensure that people do not feel judged or 'put down'
- Use the correct vocabulary so as not to cause offence
- Keep confidentiality
- Seek help or advice if they want to.



## Sliding Scales:

In each lesson there will be a set of statements with sliding scales beneath them.

You need to rate how confident you are about the statements by adding a **circle** in your ordinary pen colour **at the beginning of the lesson**.

**At the end of the lesson** you will be asked to return to the sliding scale to rate how confident you are once the lesson has finished and you do this by adding a **square** to the scale.

There is an example of what it should look like below.

I understand how to complete my sliding scale.



## Symbols to know:



Independent  
writing task



Group discussion  
and writing task



Group discussion  
task



Whole class  
discussion



During the next 15 years I am going to...

- Go out on my own for the first time.
- Cross my first busy road without someone to watch over me.
- Travel to school on my own for the first time.
- Have my first 'sleep over' at a friend's home.
- Travel into town on my own for the first time.
- Experience my first 'dare'.
- Make my first decision to spend my own money.
- Witness or experience my first incident of racism.
- Open my first saving's account.
- Experience my first bereavement
- Experience the start of puberty
- Be offered and perhaps have my first taste of alcohol.
- Be offered a cigarette for the first time.
- Make my first decision about drug use.
- Meet my first boyfriend or girlfriend.
- Go on my first date.
- Have my first kiss.
- Fall in love for the first time.
- Have my first opportunity to become a member of different groups, perhaps have my first opportunity to join a gang.
- Make my first choice of whether or not to carry a knife or a weapon.
- Make a choice about my career path.
- Use my first contraceptive.
- Have my first sexual experience.
- Live my first day when I am responsible in law for my own actions.
- Sign my first legally binding contract.
- Take on my first financial contract.
- Attend my first interview.
- Live my first day on my own.
- Have my first day at college or at my first job.

PCSHE teaches the knowledge and skills you will need to manage these 'first moments' and stay healthy and safe.

# Sliding Scale – Lesson 1

## Personal Identity

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

**Recognise** and **understand** that identity is affected by a range of factors

### Sliding Scales

I understand what identity is

Not confident

Confident



I know what influences my identity

Not confident

Confident



I know what it is to be unique

Not confident

Confident



I understand British Identity and Values

Not confident

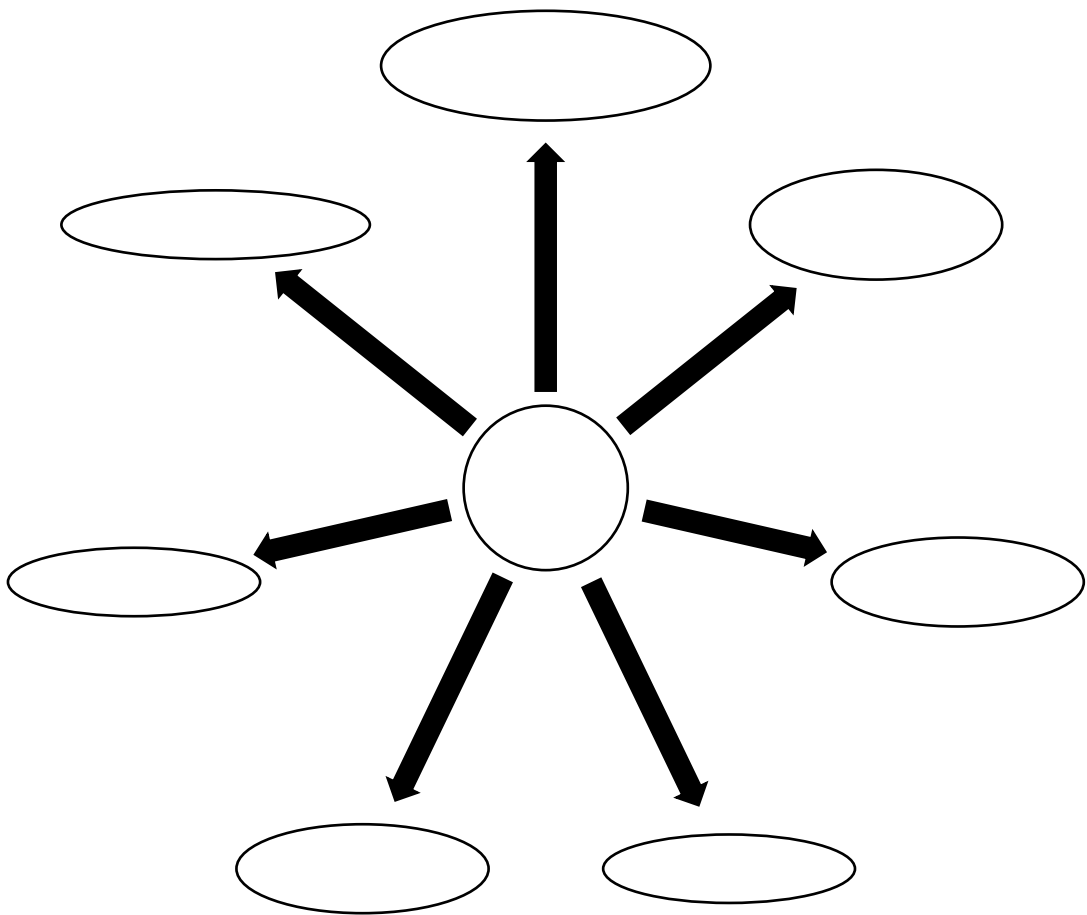
Confident



**Key words:** Identity, influence, core, strong, changing, unique



**Task 1: You're now going to make your identity map. Look at the board to see some suggestions.**





## Task 2: Using your identity map you're going to write about what makes you unique.

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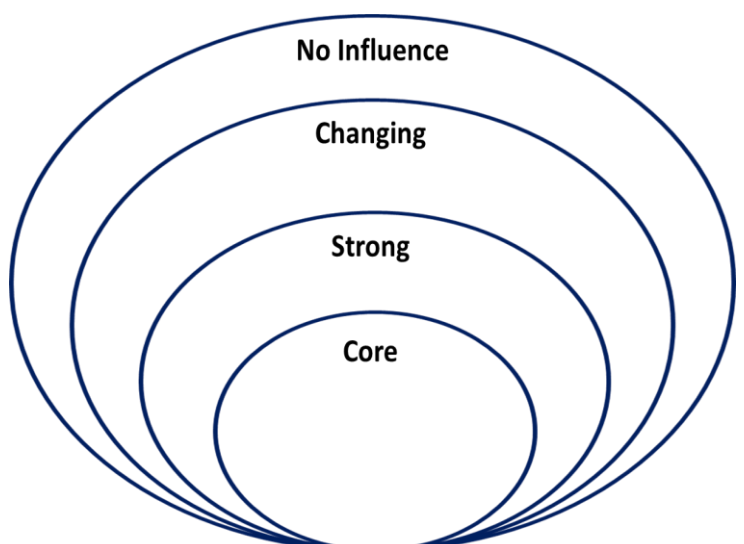
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### Potential Influences

- Family
- Race
- Fashion
- Music
- Sports Teams
- Sexuality
- Gender
- Social Class
- Faith, Religion and Belief
- Social Media
- Books and Television
- Politics
- Friends





**Task 3: Circle two factors from your identity map. Then answer the questions that follow.**

1. Explain two factors which have influenced your identity.

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2. Are these factors a core, strong or changing influence on your identify - Explain why?

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**Challenge: Can you find a part of your identity that hasn't been influenced by something else - explain why?**

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**Task 4: Complete your British Values hand using the information on the board.**



**Challenge:** Which British Value do you believe is the most important? Why?

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# Low Stake Quiz

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# Sliding Scale – Lesson 2

## Self-esteem

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

Recognise and understand that self-esteem is affected by a range of factors

### Sliding Scales

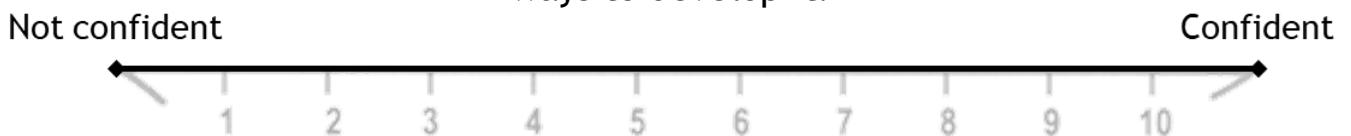
I know what self-esteem means.



I can give examples of positive self-esteem and how it can be affected.



I can explain the importance of positive self-esteem and can consider different ways to develop it.



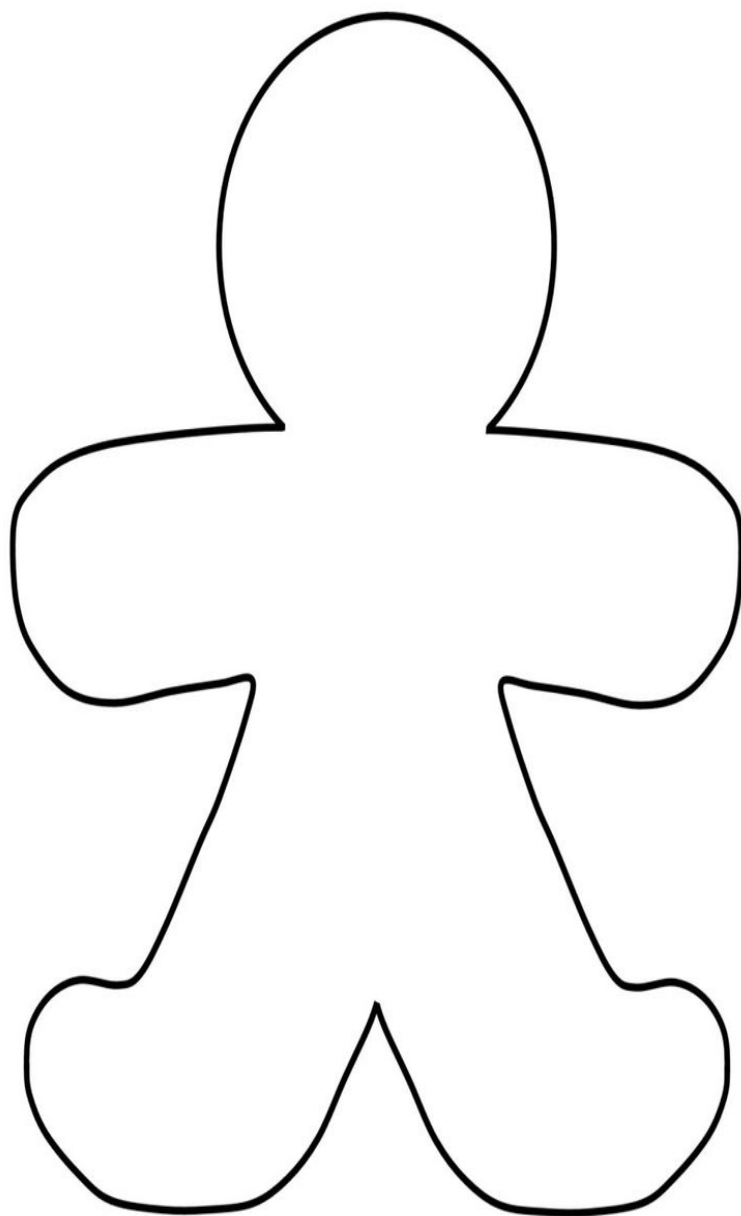
I know how to tackle low-self-esteem and I understand it's negative impact.



**Key words:** Self-esteem, influence, positive thinking, negative thinking



**Task 1:** Label the person below to show what you think a confident person looks like e.g. happy, wears smart clean clothes.



Definition for Self-Esteem:

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**Task 3:** Brainstorm ideas about where you think negative thoughts have come from.



Think about the something that has happened the last week that made you feel a strong emotion (hate, fear, happiness, embarrassed etc). It could be anything:

- At school
- At home
- Social media
- Out with friends
- With family
- A comment from a teacher
- A positive/ negative comment about a piece of work.

**Task 4 – Answer the following questions:**



1. What happened?

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2. What did it make you think about yourself?

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3. How did it make you feel about yourself? (Use the emotions wheel at the front of the booklet).

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4. Did it effect your behaviour?

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**Think about the following scenario:**

Nicola was waiting for her friend Natalie at the school gates after school. Natalie arrived 10 minutes late with another girl, Sarah, they were talking excitedly. They got to where Nicola was waiting but didn't acknowledge her, they carried on talking and walking, and Nicola followed on behind them. After a few minutes she stormed off, thinking they were ignoring her. She was very angry and decided that if they didn't want to talk to her, that was fine, she'd go and hang out with other friends tomorrow.

**Task 5:** Look at the case study and answer the following questions.

1. How is Nicola's thinking negative?



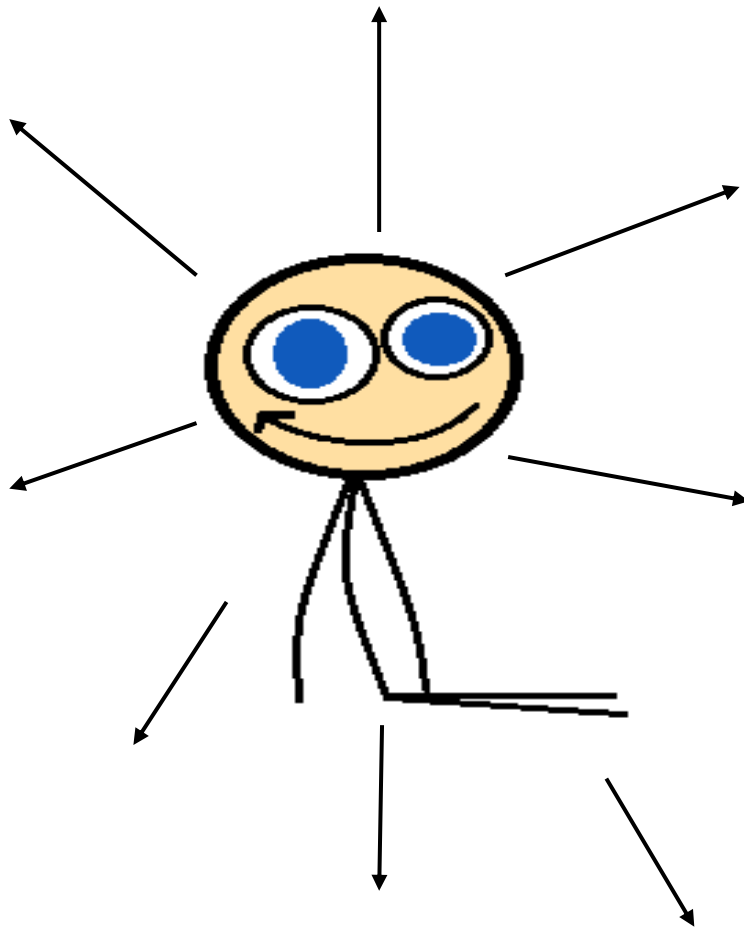
2. What might be the reason her friends were 'ignoring' her?

3. Why does it have a negative impact?

4. Why do most of us think negatively about things?



**Task 6:** In your booklet, brainstorm your achievements, what you're good at and what you enjoy. Ask your friends and teachers, they might have recognised something you haven't.



**Task 7:** Now think about what these things tell us about you.





**Task 9:** Why is it important for us to develop our self-esteem?

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# Low Stake Quiz

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# Sliding Scale – Lesson 3

## Resilience

**Task:** Complete the sliding scales below by circling a number to demonstrate your confidence level with each learning objective.

**Recognise** and **understand** that resilience is affected by a range of factors and can develop coping strategies to improve my resilience.

### Sliding Scales

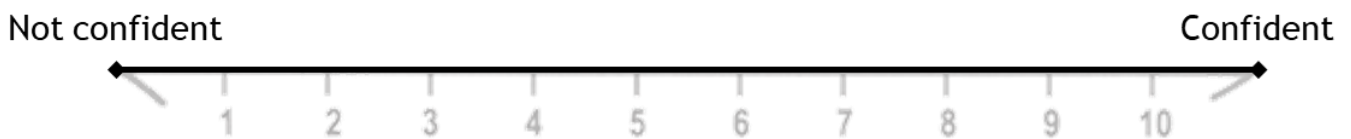
To identify strategies which could aid resilience in stressful situations



I can describe different coping strategies to improve my resilience.



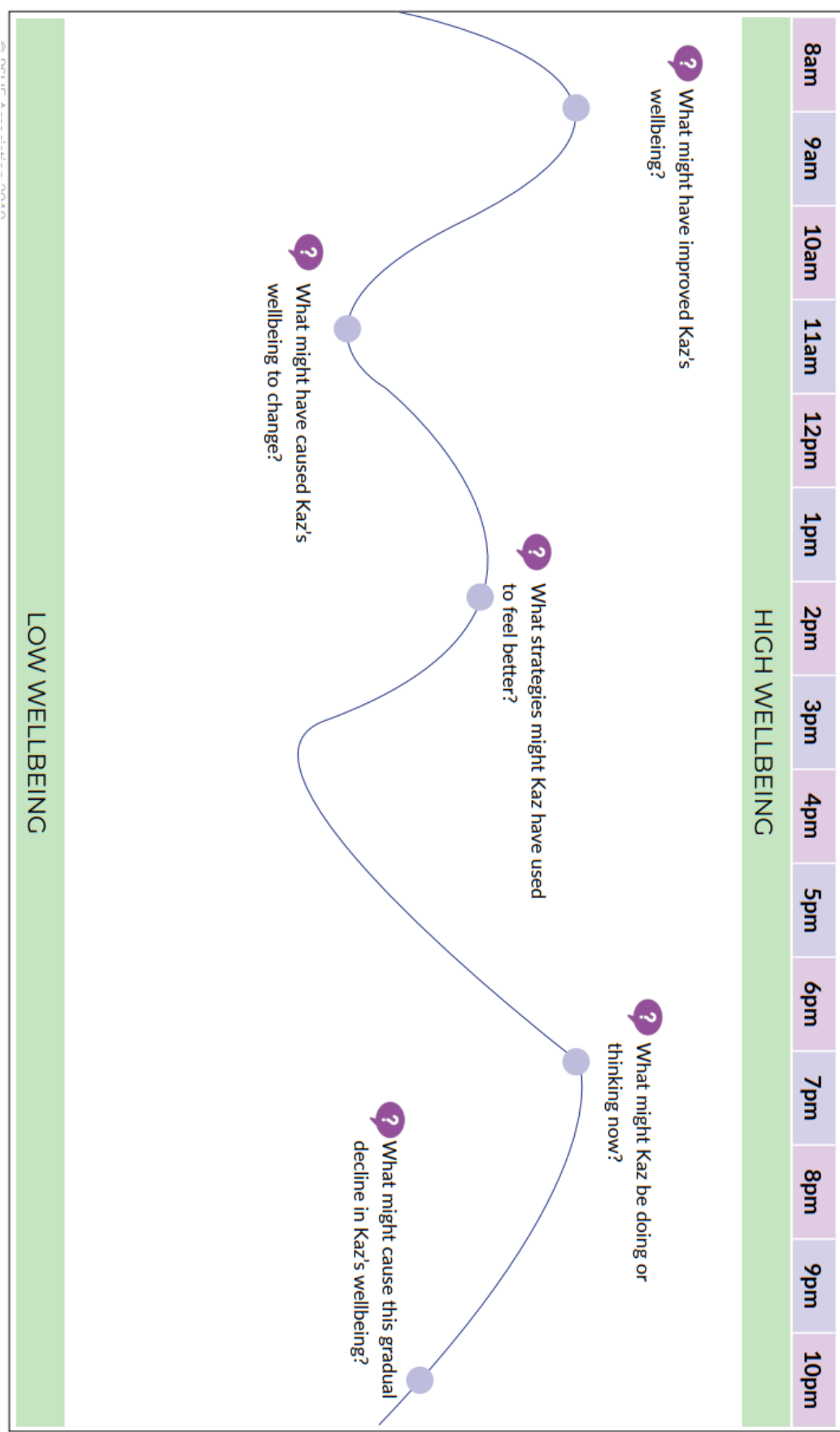
I can explain how to apply different coping strategies to enable me to be resilient.



**Key words:** Resilience, psychological resilience, coping strategies.

**Task 1:** Kaz is 13 years old and goes to a school similar to ours. This chart shows how Kaz’s emotional wellbeing changes throughout a typical day. Annotate around the questions to demonstrate what might affect the ‘ups and downs’ of Kaz’s wellbeing.

**Challenge:** How typical they think Kaz’s day is, compared to most young people. What sort of events might cause more dramatic peaks and troughs in Kaz’s wellbeing



Definition for Resilience:

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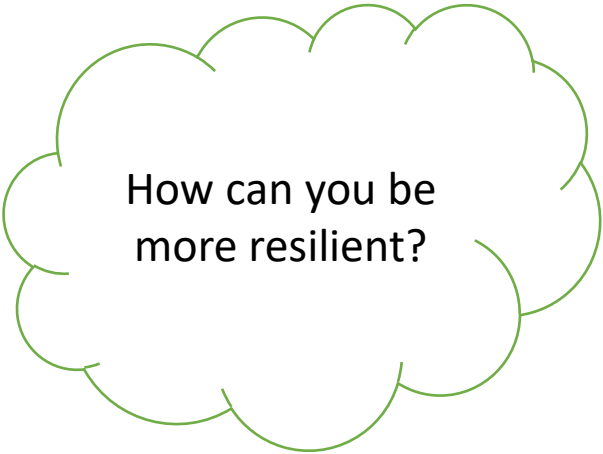
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**Task 3:** Mind-map of the ways people can promote their own resilience in their daily lives.

**Challenge:** Circle the techniques which they think are easiest for a person to use if they wanted to become more resilient.



**Task 5:** Working in pairs, sort the statements into unhelpful strategies, strategies to prevent disappointments and setbacks, and strategies to manage disappointments and setbacks.

Look for a positive way out of the situation	Drinking or using drugs to feel better	Recognise strengths even when things go wrong	Try again, perhaps using a different strategy	Gossip about or gang up on someone who has been hurtful
Acknowledge feelings without judging people for what has happened.	Breathe deeply and/or step away	Remember a time when a similar problem worked out fine	Talk with people who caused upset to understand why and see things from their point of view	Smile and try to remain positive
Shout until others realise the hurt they have caused	Gain perspective — how will this disappointment impact on life tomorrow, next week, next year?	Ignore the issue and hope it goes away	Consider how a positive role model would cope	Make an achievement or positive qualities log which can be read as a reminder of positives when things go wrong
Manage unrealistic expectations (e.g. winning the lottery, perfectionism) without compromising on dream	Positive thinking (e.g. 'I can do this') and dismissing doubts, especially absolutes (e.g. 'I'm always last' or 'no one likes me')	Try to manipulate the situation to make others feel bad for causing disappointment	Get help or speak to someone who might know how to manage it in a different way	Reframe negatives and turn them into positives – i.e. look for the silver lining
Think about what can be learnt from the experience	Reassess goals – are they the right ones?	<input type="checkbox"/> Unhelpful strategies <input type="checkbox"/> Strategies to prevent disappointments and setbacks <input type="checkbox"/> Strategies to manage disappointments and setbacks		

**Task 6:** Answer the following questions:

Which are unhelpful coping strategies and why?

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What can people put in place to reduce the impact of setbacks and disappointments in everyday life?

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How can a person manage difficult situations effectively?

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Extra Paper:

Handwriting practice lines consisting of 20 sets of three horizontal lines (top, middle, and bottom lines) for letter formation.



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