Autumn Term, HT1: Wellbeing

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|  | | **Assessment: Imagine you are one of the characters in *The Bleeding Scream* chapter of ‘Wonder’… write a diary entry** | |
| **PSHE PoS** | **Resources** |
| **Step 1** | | | |
| *Core theme 1: H1-7* | **Social skills games, circle time speaking object** | ***Who am I? Who are you?***   * Getting to know each other games and activities (personal profiles, social skills, circle time activities) | |
| **Step 2** | | | |
| *Core theme 1: H1-7* | **Life graph examples** | **Do Now: Teacher tells life stories**  ***How might my life look?***   * Feelings about change / reflection * Life graph of key moments (Numeracy) * Autobiographical writing (literacy) | |
| **Step 3** | | | |
| *Core Theme 1: H1-33* | **Drink / drugs / Healthy choices**  **First Aid** | ***What is Wellbeing?***   * Changes that happen as we grow up * Life choices (healthy lifestyles) * First Aid | |
| **Step 4** | | | |
| *Core theme 1: H1-7*  *Core Theme 2: R19* | **Copies of ‘Wonder’**  **PPTs on ‘Wonder’** | ***Who is August Pullman?***   * Read ‘August’s chapter’ (Literacy) extracts from the * Discuss ‘Precepts’ and make class precept wall * CHOOSE KIND projects * **Diary entry from August on ‘The Bleeding Scream’** * **(Sticker task / MAD time)** | |
| **Step 5** | | | |
| *Core Theme 2: R13-14, R42-47* | **Respect books**  **Pez Walker** | **Do Now: BEHAVIOUR**  ***What is Anti-Social behaviour?***   * Rights & responsibilities * Discuss bonfire / firework safety | |
| ***Suggested homework tasks:***  #choosekind projects / acts  Reading newspapers  Research Treacher-Collins syndrome  Healthy Lifestyles diary | | | ***Differentiation***  *Questioning*  *Group work/pair work*  *Texts according to reading ability*  *Modelling of answers*  *Appropriate use of T.As*  *Peer and self-assessment*  *Extension activities*  *Scaffolding and writing frames for diary entry* |

Autumn Term, HT2: Friendship & Bullying

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|  | | **Assessment: Social Media Campaign *on safer internet use*** | |
| **PSHE PoS** | **Resources** |
| **Step 1** | | | |
| *Core Theme 2: R13-14, R42-47* | Wonder  Film clips  MAD time PPT | ***Bleeding Scream* Diary Entry**  ***MAD time on sticker task***   * Read Via’s Chapter * Discuss the emotions involved, and how August dealt with the situation * Is this bullying? | |
| **Step 2** | | | |
| *Core theme 2: R13-19* | **Bullying PPTs**  **Respect books**  **Comics Youth / Queer Youth** | **Do Now: FRIENDSHIP**  ***What are the different types of bullying?***   * Focus on friendship * Discuss physical, verbal and social (mention verbal) * Introduce homophobic bullying – link to Rainbow Club, dept reps, signposting support (Comics Youth) | |
| **Step 3** | | | |
| *Core theme 1: H1-7, H*  *30*  *Core theme 2:*  *R37-47* | **ABA resources**  [**https://www.anti-bullyingalliance.org.uk/**](https://www.anti-bullyingalliance.org.uk/) | **What is Anti Bullying Week 2021?**  *One Kind Word* activities  Anti-Bullying Week activities | |
| **Step 4** | | | |
| *Core theme 2: R13-19*  *Core Theme 3: L20-27* | **Copies of ‘Wonder’**  **PPTs on ‘Wonder’**  DtL resources | ***Why do people act the way they do?***   * (Using the text) Jack Will – revisit ‘Bleeding Scream’ * Focus on Julian’s actions (literacy) * Read up to the exchange of emails / texts / friend requests | |
| **Step 5** | | | |
| *Core theme 2: R13, R17, R23, R38*  *Core Theme 3: L20-27* | **PPT** | ***What are the pros and cons of Social Media?***   * Apps / dangers – revisit cyber bullying * Ways to access help * **Design a social media campaign on safer internet use** * **MAD time** | |
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| ***Suggested homework tasks / Extra Curricular Learning Opportunities:***  Visit or watch a remembrance service  Read a graphic novel  Attend Rainbow Club / Comics Youth workshop | | | ***Differentiation***  *Questioning*  *VAL – Visual, audio, kinaesthetic*  *Group work/pair work*  *Modelling of answers*  *Appropriate use of T.As*  *Peer and self-assessment*  *Extension activities* |

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| Spring Term: HT1 *Julian’s Story*  (Diversity, Difference and Anti-Semitism) |

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|  | | Assessments:  *Re-write a story with a different ending* | |
| **PSHE PoS** | **Resources** |
| **Step 1** | | | |
| *Core Theme 2:*  *R1-3, R37-47* | ‘Wonder’ /  Film clips  Book covers to be filled in  Wonder – Julian’s Story:  ***Ordinary* to *First Look***  *Barrier Activity images* | **DO NOW: Fill in book covers for key words from last term**  ***Listening Carefully***  Give instructions about next steps in the Personal Development course.  Use book covers to fill in words covered so far  In pairs, describe & draw the barrier activity pictures  Swap to describe & draw a character from the story so far  Go through helpful things to say when you don’t understand something (Oracy / Literacy)  Link to ‘Wonder’: Read to the class the first part of Julian’s story. | |
| **Step 2** | | | |
| *Core theme 2: R38-41* | **ICAN 2** Talk Boost resources:  Word detective sheet  Word definition PPT  MLK / HMD information  Julian’s Story: *Scared* to *Mean* | ***Learning new words***  **DO NOW: PREJUDICE**  *Word detective* (racism and prejudice)  Talk about features of a word to help learn and remember it  Discuss both issues – link to the story  Fill in book covers for new words  Look at MLK Jr Day / HMD / Black Lives Matter  Read more of Julian’s story (literacy)  *HWK: Use the word detective sheet in other subject areas that week* | |
| **Step 3** | | | |
| *Core Theme 2: R38-41* | DD PPTs | ***What do we mean by disability discrimination?***   * Disabilities focus (2 lessons) * Specific information on dyslexia, other hidden disabilities, physical disabilities   Write a poem about equality | |
| **Step 4** | | | |
| Core Theme 2: R13-18, R37, R40 | **ICAN 4**  Copies of ‘Wonder’ (Julian’s Story)  ***Out of School* to *Mr Browne***  PPTs on ‘Wonder’ | ***Saying what really happens***  *Small group story telling*  Play games of Chinese whispers – introduce the idea of telling stories  Rules and guidelines  Safer Internet Day – spreading rumours and gossip  Link to ‘Julian’s’ story – explaining actions (using words like because)  *Discuss stories at home for homework* | |
| **Step 5** | | | |
| *Core Theme 2: R38-41* | **ICAN 5**  Julian’s Story: ***Grandmere’s Story* to *Julian*** | **Remembering and Thinking**  *Returning to grand-mere’s story*  Words and feelings on a scale – Julian’s thought and feelings, how the story makes you feel (link to life graph done in term 1)  Alternative words / adjectives for emotions  Linking memories to feelings visually (Torteau story) | |
| **Step 6** | | | |
| *Core theme 2: R38-41* | **ICAN 6**  Julian’s Story: ***My Dream* to *THE END***  Holocaust PPTs | ***Asking questions about stories***  Look at Holocaust in more detail  Justifying opinions: characters’ opinions, then own opinions  Good & bad characters: put them into categories.  Hot-seating – “*why? How do you know?”* | |
| ***Suggested homework / Extra Curricular opportunities:***  *See steps 2 and 4*  *Recommended reading / watching*  *Maritime Museum - Slavery Museum* | | | ***Differentiation***  *Questioning*  *VAL – Visual, audio, kinaesthetic*  *Texts according to reading ability (eg audiobook)*  *Modelling of answers*  *Structure strips / Scaffolding for written tasks / word detective sheets / storyboard* |

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| Spring Term: HT2 – Relationships   |  |  |  | | --- | --- | --- | | PSHE PoS | **Resources** | Assessment: Presentation on an element of relationships | | **Step 1** | | | | Core Theme 2: R1-8 | Genderbread Man | **Positive relationships**  Different types of relationships (healthy & unhealthy)  Sex / gender / orientation diversity  Marriage  Media representation / expectations | | **Step 2** | | | | Core Theme 2: R9-12 |  | **Relationship values**  Personal Values  Trust  Gender roles, behaviour and intimacy  Waiting for the right time | | **Step 3** | | | | Core Theme 2: R13-23 | ICAN resources  Useful websites | **Forming and maintaining respectful relationships**  Safe relationships (including online)  Team work & communication skills  Managing feelings  Sorting disagreements / conflict  Dealing with relationship issues and breakdowns  Services available | | **Step 4** | | | | Core Theme 2: R24-31 | NSPCC resource | **What is Consent?**  Understanding the term  The law relating to consent  How to seek, give, not give and withdraw consent  Sharing indecent images / consequences  NSPCC clips / sharing photos – [Alex and Lucy presentations](file:///\\svr-khs-fs02\Staff_Shared$\Department%20Files\Personal%20Development\2018-19\TERM%203\alex_and_lucy_presentations.pptx) | | **Step 5** | | | | Core Theme 2: R32-36 | Contraceptive Box  Babies? | **Contraception and Parenthood\***  Communication and Negotiation skills  Risks of unprotected sex  Consequences of unintended pregnancy  Roles and responsibilities of parents, carers and children  The nature & importance of stable, long-term relationships and family life | | **Step 6** | | | | Core Theme 2: R37-47 | Pez Walker | **Social influences**  Abusive behaviours, including online  Recognising peer influence and developing strategies for managing it  Peer pressure and gangs  Carrying weapons |   \**Suggested activities include question box*   * *Contact PSHE Association for resources* * *Homework can include discussions at home* * *Differentiation depending on class* |

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| **Summer Term: HT1 – British Values, Extremism & Radicalisation** | | |
|  | | **Assessment: Story Map a Scenario** |
| **PSHE PoS** | **Resources** |
| **Step 1** | | |
| *Core Theme 2:*  *R37-47* | BV poster / lesson  British Values ‘Discrimination’ PPT  <https://www.youtube.com/watch?v=Xy37CP8Qfy8> | *DO NOW: Fill in book covers for key words from last term*  What is our identity? / Create a washing line / Causes of discrimination / Mind maps on discrimination and diversity  **British Values – An introduction**  Introduce the five strands  ***Rights, Responsibilities & The Rule of Law***  Imagine the scenario… The rules of law – list the way schools promote it. Link the rights to the responsibilities…  What are your rights and responsibilities in these situations? |
| ***Step 2*** | | |
| *Core Theme 2:*  *R37-47*  *Core Theme 3: L20-27* | Ariel Trust PVE resource | *DO NOW: EXTREMISM*  ***Staying safe***  Watch ‘Science Project’ - Work through story for Daniel & Arushi  ***Extremism & Radicalisation*** Work through Adam’s story |
| ***Step 3*** | | |
| *Core Theme 1: H30*  *Core Theme 2:*  *R3, R13-17, R37-47*  *Core Theme 3: L20-27* | Ariel Trust PVE resource | ***Critical Thinking Skills to spot fake news***  What is Fake News? Read the introduction, then work through the different activities: Assess your own critical thinking skills / Questions Adam might ask / Trustworthy & Untrustworthy news stories / Spot the Fake News Design a leaflet, giving advice about fake news |
| **Step 4** | | |

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| *Core Theme 1: H30*  *Core Theme 2:*  *R3, R13-17, R37-47*  *Core Theme 3: L20-27* | | Ariel Trust PVE resource | **Responding Positively to Extreme Material**  Work through lesson 7 of Module 3:  Saleem’s Journey / Answer questions on both characters / ViewTube questions / Echo Chamber questions  Write a paragraph explaining the dangers of Echo Chambers and discuss with someone at home | | | |
| **Step 5** | | | | | | |
| *Core Theme 1: H30*  *Core Theme 2:*  *R3, R13-17, R37-47*  *Core Theme 3: L20-27* | | Ariel Trust PVE resource | **Sensational Content, Clickbait and Likes**  Work through lesson 8 of Module 3:  Key Word definitions / Why do ‘sensational posts’ get more likes? / Can you spot Clickbait?  Main task: storyboard an example of someone seeing sensational content or clickbait and what happens… | | | |
| **Summer Term: HT2 - LGBT Awareness, Gender Equality & Ageism** | | | | | | |
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| **PSHE PoS** | **Resources** | | |  | | | |
| **Step 1** | | | | | | | | |
| *Core Theme 2: R37-41* | *Stonewall / Proud Trust* | | | ***What is Pride?***  Pride Month activities (timeline, flags, bunting, displays) | | | | |
| **Step 2** | | | | | | | | |
| *Core Theme 2: R13-23, R37*  *Core Theme 3: L1-14* |  | | | ***Growing Up***  Peter Pan concept – everyone (unfortunately) does grow up  Growing up – mind map of changes (numeracy)  Interests, skills & qualities  Goals and targets  Expectations and aspirations  Employment & emotions | | | | |
| **Step 3** | | | | | | | | |
| *Core Theme 2: R37-41* | PPT  Film clips to support | | | ***What is Ageism?***  Are y7s treated differently now you’re nearly at the end of your first year? How will you treat new y7s when we are back at school?  Do you treat older people differently? Why?  <https://www.youtube.com/watch?v=MqhEEAgyKZk>  What is ageism? Give examples, group definition, fill in book cover  Numeracy link looking forward  *HWK: Discuss examples of ageism with people at home* | | | |
| **Step 4** | | | | | | | | |
| *Core Theme 2: R38-41* | Film clips  Proud Trust resources | | | ***What is Gender Equality?***  Gender equality – what is it?  Are all genders treated equally? <https://www.youtube.com/watch?v=4viXOGvvu0Y>  Genderbread Man – discussion of identities  Pride / LGBT Awareness | | | |
| **Step 5** | | | | | | | | |
| *Core Theme 1: H1-7* | ‘Wonder’  Audiobook  Read ‘Floating’ pages 305-313  Film clips | | | ***How’s it Going to End?***  Celebration of the end of the year – Precepts  Read the end of ‘Wonder’ (literacy)  Reflect on achievements over the year  Assessment: Write a letter to future Y7  MAD Time  Self-Portrait with Badges (based on Sir Peter Blake painting) | | | |
| ***Suggested homework tasks:***  *Pride activities* | | | | | | ***Differentiation***  *Questioning*  *VAL – Visual, audio, kinaesthetic*  *Group work/pair work*  *Texts according to reading ability (eg audiobook)*  *Modelling of answers*  *Appropriate use of T.As (inc group work)*  *Peer and self-assessment*  *Extension activities* | | |