

KHS Personal Development (Year 7) 2023-24

Autumn Term, HT1: Wellbeing

		Assessment: Imagine you are one of the characters in <i>The Bleeding Scream</i> chapter of 'Wonder'... write a diary entry
PSHE PoS / Citizenship NC Jigsaw resources	Resources	
Step 1		
Core theme 1: H1-7 Being Me	Social skills games, circle time speaking object Jigsaw BM	Who am I? Who are you? <ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> Feelings about change / reflection Life graph of key moments (Numeracy) Autobiographical writing (literacy)
Step 3		
Core Theme 1: H1-33 Healthy Me	Drink / drugs / Healthy choices First Aid Jigsaw HM	What is Wellbeing? <ul style="list-style-type: none"> Changes that happen as we grow up Life choices (healthy lifestyles) Diagnostic feedback opportunity – healthy lifestyle flyer First Aid
Step 4		
Core Theme 2: R13-14, R42-47 the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch / the operation of Parliament, including voting and elections, and the role of political parties / the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	Respect books Pez Walker Careers – Youth Justice Worker Gangs resources	Do Now: BEHAVIOUR What is Anti-Social behaviour? <ul style="list-style-type: none"> Risk, Rights & responsibilities Rule of Law (in School & Modern Britain) inc elections Discuss bonfire / firework safety
Step 5		
Core theme 1: H1-7 Core Theme 2: R19	Copies of 'Wonder' PPTs on 'Wonder'	Who is August Pullman? <ul style="list-style-type: none"> Read 'August's chapter' (Literacy) and discuss 'Precepts' and make class precept wall / CHOOSE KIND projects

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		<ul style="list-style-type: none"> Diary entry from August on 'The Bleeding Scream' <p>(MAD time / diagnostic feedback)</p>
<p><u>Suggested homework tasks / enrichment</u></p> <p>#choosekind projects / acts Reading newspapers Research Treacher-Collins syndrome Healthy Lifestyles diary</p>		<p><u>Differentiation</u></p> <p>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</p>

Autumn Term, HT2: Friendship & Bullying

		<p>Assessment: Social Media Campaign <i>on safer internet use</i></p>
PSHE PoS / Citizenship NC	Resources	
Step 1		
Core Theme 2: R13-14, R42-47	<p>Wonder</p> <p>Film clips</p> <p>MAD time PPT</p>	<p>Bleeding Scream Diary Entry</p> <p>MAD time on diary entry</p> <ul style="list-style-type: none"> 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	<p>Bullying PPTs</p> <p>Respect books</p> <p>Comics Youth / Queer Youth</p>	<p>Do Now: FRIENDSHIP</p> <p>What are the different types of bullying?</p> <ul style="list-style-type: none"> Focus on friendship – different types Discuss physical, verbal and social (mention verbal) Introduce homophobic bullying – link to Rainbow Club, dept reps, signposting support Ditch the Label bullying resources Diagnostic feedback Opportunity – bullying film scenario storyline
Step 3		
Core theme 1: H1-7, H30 Core theme 2: R37-47	<p>ABA resources</p> <p>https://www.anti-bullyingalliance.org.uk/</p>	<p>What is Anti Bullying Week 2023?</p> <p><i>Reach Out / Anti-Bullying Week activities</i></p> <p><i>Make a Noise About Bullying</i></p>
Step 4		
Core theme 2: R13-19 Core Theme 3: L20-27	<p>Copies of 'Wonder'</p> <p>PPTs on 'Wonder'</p>	<p>Why do people act the way they do?</p> <ul style="list-style-type: none"> (Using the text) Jack Will – revisit 'Bleeding Scream' Focus on Julian's actions (literacy)

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	DtL resources	<ul style="list-style-type: none"> Read up to the exchange of emails / texts / friend requests
Step 5		
<p>Core theme 2: R13, R17, R23, R38 Core Theme 3: L20-27</p> <p>the precious liberties enjoyed by the citizens of the United Kingdom / the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>	<p>Careers – Police Officer</p> <p>PPT</p>	<p>What are the pros and cons of Social Media?</p> <ul style="list-style-type: none"> Apps / dangers – revisit cyber bullying Ways to access help Assessment - Design a social media campaign on safer internet use MAD time
<p><u>Suggested homework tasks / Enrichment</u></p> <p>Visit or watch a remembrance service</p> <p>Read a graphic novel</p> <p>Attend Rainbow Club / Comics Youth workshop</p> <p>T. Barton celebration trip to Anfield Road Safety Awareness Presentation</p>		<p><u>Differentiation</u></p> <p>Questioning</p> <p>VAL – Visual, audio, kinaesthetic</p> <p>Group work/pair work</p> <p>Modelling of answers</p> <p>Appropriate use of T.As</p> <p>Peer and self-assessment</p> <p>Extension activities</p>

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

		Assessments:
PSHE PoS / Citizenship NC / research links	Resources	Re-write a story with a different ending
Step 1		
<p>Core Theme 2: R1-3, R37-47</p> <p>Making Every Lesson Count – Challenge</p> <p>Independence – Activating Prior Knowledge</p>	<p>'Wonder' / Film clips</p> <p>Book covers to be filled in</p> <p>Wonder – Julian's Story: Ordinary to First Look</p>	<p>DO NOW: Fill in book covers for key words from last term</p> <p>Listening Carefully</p> <p>Give instructions about next steps in the Personal Development course. One challenging LO</p> <p>Use book covers to fill in words covered so far</p> <p>In pairs, describe & draw the barrier activity pictures</p> <p>Swap to describe & draw a character from the story so far</p> <p>Go through helpful things to say when you don't understand something (Oracy / Literacy) Struggling is part of learning</p> <p>Link to 'Wonder': Read to the class the first part of Julian's story.</p>

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	Barrier Activity images	
Step 2		
<p>Core theme 2: R38-41</p> <p>the precious liberties enjoyed by the citizens of the United Kingdom / the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>Making Every Lesson Count – Explanation</p>	<p>ICAN 2 Talk Boost resources: Word detective sheet</p> <p>Word definition PPT</p> <p>MLK / HMD information Careers – Lawyer</p> <p>Julian’s Story: <i>Scared to Mean</i></p>	<p>Learning new words explanation / explicit Instruction</p> <p>DO NOW: PREJUDICE</p> <p><i>Word detective</i> (racism and prejudice)</p> <p>Talk about features of a word to help learn and remember it</p> <p>Discuss both issues – link to the story Fill in book covers for any new words</p> <p>Look at MLK Jr Day / HMD / Black Lives Matter in brief (to return to in more depth) Be a Storyteller</p> <p>Read more of Julian’s story – make predictions</p> <p><i>HWK: Use the Knowledge Organiser to learn new terms for a quiz in two weeks</i></p>
Step 3		
<p>Core Theme 2: R38-41</p> <p>Making Every Lesson Count – Explanation</p> <p>Modelling</p>	<p>DD PPTs</p>	<p>What do we mean by disability discrimination?</p> <ul style="list-style-type: none"> • Disabilities focus • Specific information on dyslexia, other hidden disabilities, physical disabilities • Appropriate & inappropriate language <p>Share an example poem Model poem on a topic Students to write a poem about equality like an expert Self or peer assessment (compare work to a good example) Diagnostic feedback Opportunity</p>
Step 4		
<p>Core Theme 2: R13-18, R37, R40</p> <p>Making Every Lesson Count – Explanation</p>	<p>ICAN 4</p> <p>Copies of ‘Wonder’ (Julian’s Story)</p> <p>Out of School to Mr Browne</p> <p>PPTs on ‘Wonder’</p>	<p>Saying what really happens</p> <p><i>Small group story telling</i></p> <p>Play games of telephone game – introduce the idea of telling stories</p> <p>Rules and guidelines</p> <p>Safer Internet Day – spreading rumours and gossip</p> <p>Link to ‘Julian’s’ story – explaining actions (using words like because)</p> <p>Quiz on knowledge Organiser (recall)</p> <p>What was the Holocaust?</p>
Step 5		

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<p>Core Theme 2: R38-41</p> <p>Making Every Lesson Count – Feedback</p>	<p>ICAN 5</p> <p>Julian’s Story:</p> <p>Grandmere’s Story to Julian</p>	<p>Remembering and Thinking</p> <p><i>Returning to grand-mere’s story</i></p> <p>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)</p> <p>Alternative words / adjectives for emotions</p> <p>Linking memories to feelings visually (Torteau story)</p> <p>Slow writing / guided writing - write an e-mail of apology from Julian to August, after hearing his grand-mere’s story</p>
<p>Step 6</p>		
<p>Core theme 2: R38-41</p> <p>the precious liberties enjoyed by the citizens of the United Kingdom</p>	<p>ICAN 6</p> <p>Julian’s Story: My Dream to THE END</p> <p>Holocaust PPTs</p>	<p>Asking questions about stories</p> <p>MAD Time on Julian’s story – to write what he might do next</p> <p>Look at Holocaust in more detail</p> <p>Justifying opinions: characters’ opinions, then own opinions</p> <p>Good & bad characters: put them into categories.</p> <p>Hot-seating – “why? How do you know?”</p> <p>Link to modern life in Britain – does anyone get treated in a similar way? Why? Structured Reflection</p>
<p>Suggested homework / Enrichment</p> <p>Knowledge Organisers</p> <p>Recommended reading / watching</p> <p>Maritime Museum - Slavery Museum trip?</p>		<p>Differentiation</p> <p>Questioning</p> <p>VAL – Visual, audio, kinaesthetic</p> <p>Texts according to reading ability (eg audiobook)</p> <p>Modelling of answers</p> <p>Scaffolding for written tasks / word detective sheets / storyboard</p>

<p>Spring Term: HT2 – Relationships</p>		
<p>PSHE PoS Citizenship NC</p>	<p>Resources</p>	<p>Assessment: Presentation on an element of relationships / response to <i>Send Me a Selfie</i></p>
<p>Step 1</p>		
<p>Core Theme 2: R1-8</p>	<p>Genderbread Person</p> <p>Careers – formal & informal relationships</p>	<p>Positive relationships</p> <p>Different types of relationships (healthy & unhealthy)</p> <p>Sex / gender / orientation diversity</p> <p>Marriage</p> <p>Media representation / expectations</p>
<p>Step 2</p>		
<p>Core Theme 2: R9-12</p>		<p>Relationship values</p> <p>Personal Values</p> <p>Trust</p>

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		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 – plan a presentation
Step 4		
Core Theme 2: R24-31 the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals	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
Step 5		
Core Theme 2: R32-36	Contraceptive Box	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	Send Me a Selfie / First to a Million films	Social influences Abusive behaviours, including online Recognising peer influence and developing strategies for managing it Peer pressure and gangs Carrying weapons Diagnostic feedback Opportunity – Send Me A Selfie response
*Suggested activities include question box <ul style="list-style-type: none"> • Use PSHE Association for resources • Homework can include discussions at home <p style="color: red; margin-left: 20px;"><i>Enrichment</i></p>		

Summer Term: HT1 – British Values, Extremism & Radicalisation		
		Assessment: Story Map a Scenario
PSHE PoS Citizenship NC	Resources	

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Step 1

<p>Core Theme 2: R37-47</p>	<p>BV poster / lesson</p> <p>British Values 'Discrimination' PPT</p> <p>https://www.youtube.com/watch?v=Xy37CP8Qfy8</p>	<p><i>DO NOW: Fill in book covers for key words from last term</i></p> <p>What is our identity? / Create a washing line / Causes of discrimination / Mind maps on discrimination and diversity</p> <p>British Values – An introduction</p> <p>Introduce the five strands</p> <p>Rights, Responsibilities & The Rule of Law</p> <p>Imagine the scenario... The rules of law – list the way schools promote it. Link the rights to the responsibilities...</p> <p>What are your rights and responsibilities in these situations?</p>
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Step 2

<p>Core Theme 2: R37-47</p> <p>Core Theme 3: L20-27</p>	<p>Ariel Trust PVE resource</p> <p>Careers – Teacher (ways to deal with the situation)</p>	<p><i>DO NOW: EXTREMISM</i></p> <p>Staying safe</p> <p>Watch 'Science Project' - Work through story for Daniel & Arushi</p> <p>Assessment – create your own story map – what happens next?</p> <p>Extremism & Radicalisation Work through Adam's story</p>
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Step 3

<p>Core Theme 1: H30</p> <p>Core Theme 2: R3, R13-17, R37-47</p> <p>Core Theme 3: L20-27</p>	<p>Ariel Trust PVE resource</p>	<p>Critical Thinking Skills to spot fake news</p> <p>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</p>
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Step 4

<p>Core Theme 1: H30</p> <p>Core Theme 2: R3, R13-17, R37-47</p> <p>Core Theme 3: L20-27</p>	<p>Ariel Trust PVE resource</p>	<p>Responding Positively to Extreme Material</p> <p>Work through lesson 7 of Module 3:</p> <p>Saleem's Journey / Answer questions on both characters / ViewTube questions / Echo Chamber questions</p> <p>Write a paragraph explaining the dangers of Echo Chambers and discuss with someone at home</p>
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Step 5

<p>Core Theme 1: H30</p> <p>Core Theme 2: R3, R13-17, R37-47</p> <p>Core Theme 3: L20-27</p>	<p>Ariel Trust PVE resource</p>	<p>Sensational Content, Clickbait and Likes</p> <p>Work through lesson 8 of Module 3:</p> <p>Key Word definitions / Why do 'sensational posts' get more likes? / Can you spot Clickbait?</p>
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		Diagnostic feedback Opportunity – storyboard an example of someone seeing sensational content or clickbait and what happens...
Step 6		
Summer Term: HT2 – Looking to the Future (inc. Ageism)		
		Assessment: Writing a letter to future students / when I grow up...
PSHE PoS	Resources	
Step 1		
Core Theme 2: R13-23, R37 Core Theme 3: L1-14	PPT	Growing Up Peter Pan concept – everyone (unfortunately) does grow up Growing up – mind map of changes (numeracy) Interests, skills & qualities
Step 2		
Core Theme 3: L1-27 the functions and uses of money, the importance and practice of budgeting, and managing risk.	Careers P1 & 2 My Money Week resources	An introduction to money What's good and bad debt? Why do people gamble? Future choices, Jobs & Careers What opportunities are there out there? Diagnostic Feedback opportunity - What do I want to be when I'm older?
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 Assessment – write a letter to past staff / Y7 / future self about the future
Step 4		
Core Theme 2: R38-41	Film clips	What is Gender Equality? MAD Time on letter to past staff / Y7 / future self Gender equality – what is it?

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	Proud Trust resources	Are all genders treated equally? What's LGBTPhobia? https://www.youtube.com/watch?v=4viXOGvvu0Y
Step 5		
<i>Core Theme 1: H1-7</i>	'Wonder' Audiobook Read 'Floating' pages 305-313 Film clips	<i>How's it Going to End?</i> Celebration of the end of the year – Precepts Read the end of 'Wonder' (literacy) Reflect on achievements over the year Self-Portrait with Badges (based on Sir Peter Blake painting)
<u>Suggested homework tasks:</u> <i>HWK: Discuss examples of ageism with people at home</i> <i>JMU Respect competition</i> <i>Pride activities / Ticket to Pride Competition</i> Enrichment Anthony Walker Foundation JMU Graduation Visit for selected students (NCo)		<u>Differentiation</u> <i>Questioning</i> <i>VAL – Visual, audio, kinaesthetic</i> <i>Group work/pair work</i> <i>Texts according to reading ability (eg audiobook)</i> <i>Modelling of answers</i> <i>Appropriate use of T.As (inc group work)</i> <i>Peer and self-assessment</i> <i>Extension activities</i>

NB Schemes of work are flexible and subject to change, based on school / local priorities and need, as well as current affairs and social trends.