

			PSHE Lesson Focus	Notes	Assembly focus
Autumn 1	02.09.19	Week 1	Transition to KS4 (Be effective in your learning)		
	09.09.19	Week 2	MHWB: New Challenges		Safeguarding
	16.09.19	Week 3	MHWB: Reframing Negative Thinking	Move to Sum1 for mock exams	
	23.09.19	Week 4	MHWB: When and where to access support	Move to Sum1 for mock exams	International day of Languages (MFL)
	30.09.19	Week 5	MHWB: When and where to access support		Black History Month (History)
	07.10.19	Week 6	MHWB: Promoting Emotional Well-being		World Mental health Day
	14.10.19	Week 7	Positive Character (friend)	2 more mental health from CME to fit in last two weeks Aut1	
	21.10.19	Week 8	Relationships: myths and expectations	One lesson on CV preparation – need IT	
Autumn 2	04.11.19	Week 9	Relationships: unhealthy relationships	Add Domestic Violence	
	11.11.19	Week 10	Relationships: consent		Remembrance Week (History)
	18.11.19	Week 11	Homophobia: Homophobic Abuse, gay rights and action		Anti-bullying Week
	25.11.19	Week 12	Pornography		
	02.12.19	Week 13	Pornography, Revenge Porn and the law	Geraldine P5&6 focussing on RSE	
	09.12.19	Week 14	Drugs and Alcohol		
	16.12.19	Week 15	Drugs and Alcohol	Teen Health	International Migrants Day
Spring 1	06.01.20	Week 16	Crime and Punishment	W Experience – applying for a placement	
	13.01.20	Week 17	Crime and Punishment		
	20.01.20	Week 18	Knife Crime	Possible move, possible down to 1 lesson – liaise with SPH	World Poetry Day (English)
	27.01.20	Week 19	Knife Crime		
	03.02.20	Week 20	Role Models		
	10.02.20	Week 21	Volunteering Work		Safer Internet day
Spring 2	24.02.20	Week 22	MHWB: Managing Exam Stress		
	02.03.20	Week 23	MHWB: Managing Exam Stress	Linked to exam prep, move to Sum1 WEX Event i.e. 1 to 1 interviews	
	09.03.20	Week 24	MHWB: Sleep Quality		International Science Week (Science)
	16.03.20	Week 24	WEX Preparation		
	23.03.20	Week 26	WEX week		
	30.03.20	Week 27	WEX Evaluation		International Children's Book Day (English)
Summer 1	20.04.20	Week 28	Grief (bereavement)		
	27.04.20	Week 29	Marriage		
	04.05.20	Week 30	Separation and Divorce		
	11.05.20	Week 31	Parenting skills		International Day Against Homophobia
	18.05.20	Week 32	UK Democracy		
	01.06.20	Week 33	Government		World Environment Day
Summer 2	08.06.20	Week 34	Voting	Event on citizenship	
	15.06.20	Week 35	EU & UN		World refugee Day
	22.06.20	Week 36	Law		
	29.06.20	Week 37	Understanding Debt		
	06.07.20	Week 38	Budgeting		
	13.07.20	Week 39	Gambling		

Category Code	Sex and Relationships Education	Careers Education and Guidance	Living in the wider world/ British Values/ safeguarding	Health & Wellbeing	Economic wellbeing	Mental health & wellbeing	Citizenship
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Topic: KS4 transition. Health and wellbeing		Term: Autumn 1	Teaching time: 8 X 50 min lessons														
<p>Big picture (content, theory, concepts, skills)</p> <p>Transition to KS4, expectations, GCSE format and developing study habits. Promoting perseverance, independence and dealing with exam pressures. Understanding how to deal with and promote own emotional wellbeing and able to explain how and why to ask for support. Managing stress and making informed choices to deal with building pressures of KS4.</p>		<p>Oracy</p> <p>Students will be developing their use of language in order to communicate and explain how they are feeling about transition and mental wellbeing. Developing key words and how they are used to call for support and advice regarding their emotions.</p>															
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<p>Link to previous learning:</p> <p>Students will build on knowledge of mental wellbeing that was addressed in previous years and intending to apply this to the process of managing the transition in to KS4 and the pressures that come with.</p>		<p>Spiritual, Moral, Social, Cultural</p> <p>Developing an awareness of how support mechanisms and strategies can be used to support own wellbeing also supporting the wellbeing of others.</p>	<p>Careers</p> <p>Students introduced to future prospects after year 11 during transition to KS4.</p>														
		<p>Sexual & Relationship Education</p> <p>N/A</p>	<p>Mental wellbeing (self-esteem)</p> <p>Students able to identify the signs and symptoms of stress related behaviours and understand where support and advice can be found.</p>														
<p>Link to future learning:</p> <p>With upcoming exams and pressures, students will be able to identify how strategies are able to be implemented within their developing needs.</p>		<p>Enterprise</p> <p>N/A</p>	<p>Cultural capital:</p> <p>Developing a wider understanding of external supports that are available other than in home and school</p>														

Key terminology: Academic language for this unit and tier two vocabulary
Exam, stress, pressure, resilience, perseverance, endurance, transition, change, emotional and physical wellbeing, support, guidance, informed choices,

Cross curricular links:
Content can be revisited within all subjects regarding revision techniques and strategies that are aimed at supporting and guiding students with how to structure revision and avoid stress.
Science and PE will allow students to understand how stress could affect the body and ways we can identify and deal with emotional and physical changes to behaviour.

1. Scheme of work for Topic – Implementation

Lesson/title	Lesson objectives	Teaching and Learning Activities	Resources	Assessment Activities	Homework	Skills Focus
Week 1 Introduction to KS4	Students will learn to be able to: <ul style="list-style-type: none"> Identify the range of opportunities and challenges young people might encounter as they move onto studying for GCSE's Explain strategies to help manage these challenges. Analyse sources of support and personal networks of support. 	Connect <ul style="list-style-type: none"> Students to be presented with 10 statements For each question students to hold up a number of fingers depending on how much they agree with the statement Students to keep a cumulative score of how many fingers they have held up The number of fingers represent the following and also the score to add up: <ul style="list-style-type: none"> 1 finger = Strongly Disagree (1pt) 2 fingers = Disagree (2pts) 3 fingers = Neither agree or disagree (3pts) 4 fingers = Agree (4pts) 5 fingers = Strongly agree (5pts) Students to gain a score after all 10 statements that result in the following: <ul style="list-style-type: none"> 50-42 = Highly independent worker 41-32 = Independent worker 	PowerPoint Booklet	Questioning Self-assessment		Oracy Self reflection MHWB SMSC

		<ul style="list-style-type: none"> - 31-24 = Getting there - 23-1 = Some positives but improvement vital - 15-10 = Major cause for concern <p>Initiate</p> <ul style="list-style-type: none"> • In pairs students are to discuss the statement 'What do you think independent learning means?' • Students to share their opinions with the rest of the class • Go through the definitions for 'independent learners' do students agree or wish to add anything? • Discuss as a class with reference to the pyramid picture on the slide 'How do you spend most of your time in lessons?' and 'Which is the most effective way of learning for you? Why do you think that is?' • Students are then to complete a table for the advantages and disadvantages for each learning type. <p>Activate</p> <ul style="list-style-type: none"> • Using the bubble diagram students are to add initials, a symbol or picture for each of their sources of support, i.e. family, friends, etc. • The greater the source of support the closer the bubble to the centre • Students to come up with at least one example for each of the 5 situations on the PowerPoint <p>Plenary</p> <ul style="list-style-type: none"> • Students to complete the individual reflection to the 'I can' statements 				
Week 2	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the range of opportunities and challenges young 	<p>Connect</p> <ul style="list-style-type: none"> • Students to read through the poem resource (also on the PowerPoint) • In pairs students are then to discuss and annotate the poem with: 	<p>PowerPoint</p> <p>Booklet</p> <p>Poem Resource</p>	<p>Self-assessment</p> <p>Questioning</p>		<p>Oracy</p> <p>Self-reflection</p> <p>MHWB</p> <p>SMSC</p>

<p>MHWP: New Challenges</p>	<p>people might encounter as they move into adulthood</p> <ul style="list-style-type: none"> • Explain strategies to help manage these challenges • Analyse how mental health and emotional wellbeing can change throughout life, often in response to external events 	<ul style="list-style-type: none"> - How the author is feeling - What are the key concerns that they are facing - What other issues might be worried about <p>Initiate</p> <ul style="list-style-type: none"> • Students are to work in pairs and write on post-its answers to the following questions: <ul style="list-style-type: none"> - Why is change an important part of life? - Which negative changes were the most common? Why? - What could school do to support people during these changes? - What support is available in our school if someone is struggling to manage these changes? • Students to then place their post-its onto the board • Class discussion on the positive and negative parts of change <p>Activate</p> <ul style="list-style-type: none"> • Students are to respond to the character from their resource giving them advice on what they could do to successfully manage their challenging circumstance • Students to be ready to share their responses with the rest of the class • As a challenge students to think of other potential challenges that might occur in a person's life and how they could cope with them • Students to be given a celebrity stories resource and work in pairs to summarise the following: <ul style="list-style-type: none"> - What mental health concern did the celebrity experience and how did it affect their lives? 	<p>Post-its</p> <p>Character resource</p> <p>Celebrity Stories resource</p>			<p>Providing advice</p> <p>Resilience</p>
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		<ul style="list-style-type: none"> - What contributed to them developing a mental health concern? - What helped them to overcome or manage their mental health concern? - What can we learn from these celebrities' experiences? <p>Plenary</p> <ul style="list-style-type: none"> • Students to reflect privately on their confidence levels from the lesson • Teacher to go through where students can access further support 				
<p>Week 3</p> <p>MHWB:</p> <p>Managing Exam Stress</p> <p>(Part 1)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify signs of exam stress in yourself and spot the signs of it in others • Know who to ask for advice and where to look for guidance on exam stress, • Select and use strategies to help them manage exam stress, including revision techniques 	<p>Connect</p> <ul style="list-style-type: none"> • Students are to discuss in pairs/groups the following students: - Have you ever felt sick to your stomach? - Have you had days when you were so loaded down with homework that you had trouble sleeping? - Have you ever been so worried about something that you ended up with a terrible headache? • Students to complete an 'Exam Stress self-assessment' on a scale of 0-10 (not confident to extremely confident) on the following questions: - Knowing how to spot when you're stressed? - Thinking of ways to relax and de-stress? - Revising for exams? - Knowing what you want or need to achieve in your exams? - Having a revision plan that will work for you? 	<p>PowerPoint</p> <p>Booklet</p>	<p>Self assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>MHWB</p> <p>SMSC</p> <p>Providing Advice</p>

		<ul style="list-style-type: none"> - Knowing where to get help and advice about revising? <p>Initiate</p> <ul style="list-style-type: none"> • Students to watch the video using the link on the slide • Students to then have a class discussion on the following questions: <ul style="list-style-type: none"> - Which of these have/do you experience when you are stressed? - Can you think of any others? • Have students read through the stress statement on the board • In groups students are to discuss the following: <ul style="list-style-type: none"> - Why do exams cause stress? - How could you tell if you or a friend is experiencing stress? - What would you like to know about dealing with exam stress? • After sharing their answers the teacher to come up with a word bank on the board <p>Activate</p> <ul style="list-style-type: none"> • In small groups students to come up with all the effects of stress • After sharing with the rest of the class show them the list on the PowerPoint • Did any of them surprise them? • Students to be assigned a scenario from the PowerPoint and discuss in pairs what advice they would offer <p>Plenary</p> <ul style="list-style-type: none"> • Go through the stressbuster tips on the PowerPoint and ask students if they have any other bits of advice for 'busting stress!' 				
Week 4 MHWB: Managing	Students will be able to: <ul style="list-style-type: none"> • Identify signs of exam stress in yourself and spot 	<p>Connect</p> <ul style="list-style-type: none"> • Students to read through the case study on the PowerPoint • In pairs the following questions: 	PowerPoint Booklet	Self-assessment Questioning Group discussion		Oracy Self-assessment Questioning

<p>Exam Stress (Part 2)</p>	<p>the signs of it in others</p> <ul style="list-style-type: none"> • Know who to ask for advice and where to look for guidance on exam stress. • Select and use strategies to help them manage exam stress, including revision techniques 	<ul style="list-style-type: none"> - What might the outcomes of these different coping strategies be? - Which method is likely to have a more positive outcome? • Discuss with the class that a little stress isn't always bad, ask them if they agree with the statement on the board and get them to justify their answers <p><u>Initiate</u></p> <ul style="list-style-type: none"> • Go through the six strategies for dealing with stress • Place the strategies into one of three categories: <ul style="list-style-type: none"> - Stress before the exam - Stress during the exam - Stress after the exam • Some may fit into more than one • Ask students to share and discuss their choices with the class <p><u>Activate</u></p> <ul style="list-style-type: none"> • Using the same six strategies students are to write down a positive outcome/consequence for each • Show the class the 'Five ways to wellbeing' • The following five slides will have one of each of these 5, for each students will discuss with a partner before sharing with the class: <ul style="list-style-type: none"> - How could you use this to help yourself or others? - How would this help? • Are some of the five more important than others? <p><u>Plenary</u></p> <ul style="list-style-type: none"> • Discuss as a class the answers to the 4 plenary questions • This can be done in several ways, for example if your answer is A you stand up, B stay sitting down 		<p>Paired discussion</p>		<p>MHWB</p>
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		<ul style="list-style-type: none"> Students to revisit their exam stress self-assessment and answer the questions 				
<p>Week 5</p> <p>MHWP:</p> <p>Reframing Negative Thinking</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe different negative thinking patterns and consider their potential impact on wellbeing Reframe negative thinking and identify ways to learn from setbacks 	<p>Connect</p> <ul style="list-style-type: none"> On the attitude continuum students are to place the statements depending on how much they agree or disagree with the statements Students to share and justify their choices with the class Define the key terms; resilience, negative thinking patterns and reframing <p>Initiate</p> <ul style="list-style-type: none"> Using the resource cards in pairs students are to match the label to the definition and to an example Students then to discuss in pairs 'How negative thinking patterns affect someone's life?' <p>Activate</p> <ul style="list-style-type: none"> Work through the alternatives to negative thinking patterns Students are then to create a script or storyboard which gives two endings: <ul style="list-style-type: none"> One for negative thinking patterns Another for positive thinking patterns In pairs students are then to have 3minutes to prepare a one minute presentation summarising their work Be strict on the 1 minute Students to offer feedback on: <ul style="list-style-type: none"> The negative thinking patterns you identified Would the positive alternative for managing the situation be successful? <p>Plenary</p>	<p>PowerPoint</p> <p>Negative thinking patterns card sort</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Self-assessment</p> <p>Questioning</p> <p>MHWP</p>

		<ul style="list-style-type: none"> Students to revisit their attitude continuum from the start of the lesson and identify which contain examples of negative thinking Students are then to reframe the 'negative' statement more positively Teacher to go through where students can access further support 				
<p>Week 6</p> <p>MHWB:</p> <p>Recognising mental ill health as well as when and how to get help</p> <p>(Part 1)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety explain when and whom to tell if concerned for theirs or someone else's mental wellbeing describe the range of support available for those with emotional or mental health problems, including how best to access local services 	<p><u>Connect</u></p> <ul style="list-style-type: none"> Respond to the statement 'People only need help with their mental health when they tell people they need help' with either: <ul style="list-style-type: none"> Strongly agree Not sure Strongly disagree Students to discuss in pairs before sharing and justifying their answer <p><u>Initiate</u></p> <ul style="list-style-type: none"> Show each of the three videos which focus on 'depression', 'anxiety' and 'stress' During each video students are to fill in their workbooks with: <ul style="list-style-type: none"> Signs that might mean someone has this mental health issue Strategies and treatments Ways others can help Students to listen to 'Grace's story' and discuss in pairs the questions on the slide: <ul style="list-style-type: none"> What does this story make you think about? Why would someone want to tell their story? Why was it difficult for this person to talk about how they were feeling do you think? What helped Grace feel better? What questions would you like to ask this person? <p><u>Activate</u></p>	<p>PowerPoint</p> <p>Booklet</p> <p>Support handout</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>	<p>Oracy</p> <p>Self-assessment</p> <p>Questioning</p> <p>MHWB</p>	

		<ul style="list-style-type: none"> Using the scenarios students are to consider in small groups: <ul style="list-style-type: none"> What could be happening in this situation? How might the person explaining the situation be feeling? What could the person could do in the situation? What would be the first steps to getting help? Using the handout students are to stay in their small groups and discuss 'how different people feel about their problems and who or what can support them' Be ready to summarise their thoughts with the rest of the class <p>Plenary</p> <ul style="list-style-type: none"> Students to revisit their connect activity and write a comment editing or adding to their opinion from the start of the lesson 				
<p>Week 7</p> <p>MHWB:</p> <p>Recognising mental ill health as well as when and how to get help</p> <p>(Part 2)</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety Explain when and whom to tell if concerned for theirs or someone else's mental wellbeing Describe the range of support available for those with emotional or mental health problems, including how best to access local services 	<p>Connect</p> <ul style="list-style-type: none"> Rank the scenarios in your booklet/on the PowerPoint from easiest to deal with to hardest On post-its students to write a scenario (could be one they've just ranked) that they may need help with This scenario could be one they've already experienced but doesn't have to be Students to then stick the post-its to the board and as a class discuss potential solutions to some of the strategies and where they could get further support or advice <p>Initiate</p> <ul style="list-style-type: none"> Students to watch the video via the link and discuss in pairs the following points: 	<p>PowerPoint</p> <p>Booklet</p> <p>Post-its</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Self-assessment</p> <p>Questioning</p> <p>MHWB</p>

		<ul style="list-style-type: none"> - How might someone feel when they feel they cannot talk about something? - What sort of thing could happen that might lead you to feel this way? - What do you think about the messages that the students are holding up. Do they agree with them? - What do you think is the hardest step for a young person who is struggling with their feelings? - If your friend was struggling and feeling like they didn't know what to do what would you say to them? What could the first step be? <p><u>Activate</u></p> <ul style="list-style-type: none"> • Listen to the clip on the PowerPoint and discuss as a class: - How you would go about helping them? - Would you try and help or would you point them to someone else with more experience? • Students are to be given a list of 'what if's?.....' • Students are to work through discussing with a partner what they would do and discuss ideas around their 'what if?....' • Once they have finished they are to create their own 'what if?....' that they will share with the group and who will offer advice and support <p><u>Plenary</u></p> <ul style="list-style-type: none"> • Teacher to go through where students can access further support • Why might it be easier to talk to someone you don't know? 				
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<p>Week 8</p> <p>MHWP:</p> <p>Promoting emotional well-being</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions • Evaluate a range of ways to promote mental and emotional wellbeing • Critique the reliability of sources of support in relation to mental health 	<p><u>Connect</u></p> <ul style="list-style-type: none"> • Students to complete a diamond 9 on which emotional well-being strategies are the most effective • As an added challenge students could create their own strategies on a blank diamond 9 <p><u>Initiate</u></p> <ul style="list-style-type: none"> • Discuss with a partner; ‘What is meant by healthy and unhealthy coping strategies?’ • In small groups students are to use Resource 2: Assess the risk and list as many risks as they can think of with the behaviour, students to think about: <ul style="list-style-type: none"> - Immediate/Short term risks - Long term health risks - Social and emotional risks - Alternative, healthier coping strategies the person could try <p><u>Activate</u></p> <ul style="list-style-type: none"> • As a group, students are to use the information sheet to create a short, persuasive speech about why their strategy is a good way to manage emotional wellbeing. • Students are to: <ul style="list-style-type: none"> - Consider creative ways to present your speech. - Model the strategy? - Interview one of your team as an ‘expert’? - List the most persuasive reasons and justify? • On post-it notes students are to write down how someone would know whether advice / support on a website was reliable; <ul style="list-style-type: none"> - What could someone look for? - What might be concerning or make someone doubt the reliability? 	<p>PowerPoint</p> <p>Booklet</p> <p>Resource 2: Assess the risk</p> <p>Diamond 9</p> <p>Blank Diamond 9</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Self-assessment</p> <p>Questioning</p> <p>MHWP</p>
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		<ul style="list-style-type: none">• Each separate idea on a separate post-it <p>Plenary</p> <ul style="list-style-type: none">• The number of fingers represent how confident they are:<ul style="list-style-type: none">- <i>1 finger = Low Confidence</i>- <i>5 fingers = High Confidence</i>• Use this system for the three questions on the PowerPoint:<ul style="list-style-type: none">- Differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions?- Evaluate a range of ways to promote mental and emotional wellbeing?- Critique the reliability of sources of support in relation to mental health?				
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Topic: Relationships		Term: Autumn 2	Teaching time: 7 X 50 min lessons															
<p>Big picture (content, theory, concepts, skills)</p> <p>Students will be developing their understanding of the common myths and expectations around relationships, what constitutes an unhealthy relationship, the concept of consent and how to obtain it, the issues around homophobia including homophobic abuse and gay rights. Students will also be looking at how pornography can alter their perception/expectation of a healthy relationship and the expectations around sex as well as looking at revenge porn and the law regarding this as well as other forms of illegal pornography</p>		<p>Oracy</p> <p>Students will be developing use of language in order to convey thoughts, emotions and how to access different levels of support</p>																
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<p>Link to previous learning:</p> <p>Students will build on knowledge from previous years regarding relationships, both healthy and unhealthy. Issues regarding gay rights will also be further explored from previous years.</p>		<p>Spiritual, Moral, Social, Cultural</p> <p>Developing students Moral purpose within relationships and how to respond to their own thoughts, sexuality and preferences and those around them</p>		<p>Careers</p> <p>Consequences of non-consensual sexual activity</p>														
		<p>Sexual & Relationship Education</p> <p>Understanding the characteristics of healthy relationships based upon mutual respect. The concept of consent and how to obtain it</p>		<p>Mental wellbeing (self-esteem)</p> <p>How to access support through available networks and how best to access this support</p>														
<p>Link to future learning:</p> <p>Relationships will continue to be reinforced through KS4 and KS5. Understanding the different workings of families and different family structures.</p>		<p>Enterprise</p> <p>N/A</p>		<p>Cultural capital:</p> <p>Raising awareness of external supports and opportunities of where to seek advice.</p>														

Key terminology: Academic language for this unit and tier two vocabulary
Sexuality, preference, emotional well being, support, LBGTQ+, Consent, delay, risk, communication, diversity

Cross curricular links:
Cross curricular links with Biology and reproduction.

2. Scheme of work for Topic – Implementation

Lesson/title	Lesson objectives	Teaching and Learning Activities	Resources	Assessment Activities	Homework	Skills Focus (may include ICT, Oracy, Careers, Numeracy, SMSC, Enterprise, Mental Well-being)
Week 9 Challenges of friendship, strategies for dealing with challenges and supporting each other	Students will be able to: <ul style="list-style-type: none"> Identify the qualities of healthy and unhealthy friendships Describe strategies for dealing with challenges in friendship Explain how friends can support each other effectively 	<p>Connect</p> <ul style="list-style-type: none"> Using the diagram students are to write down tips they would give to a new student who has moved school halfway through the year <p>Initiate</p> <ul style="list-style-type: none"> On a scale of 0-10 (not confident to extremely confident) students are to rank their answers to the following questions: <ul style="list-style-type: none"> How confident are you in knowing what makes a good friend? 	PowerPoint Booklet Flash cards	Self-assessment Questioning Group discussion Paired discussion		Oracy Self-assessment Questioning SMSC

		<ul style="list-style-type: none"> - How confident do you feel about managing changes in your friendships? - How confident are you in knowing how to support a friend? • Students are to watch the video and write down what the key points Suli is trying to make <p>Activate</p> <ul style="list-style-type: none"> • Students are to move around the room adding comments to each of the four A3 pieces of paper entitled: <ul style="list-style-type: none"> - Good friends do....(how do they add to your life?) - Good friends don't....(what do good friends avoid doing?) - The most important things of a friend are... - Conflicts that can arise in friendship include... • Reiterate to students that they will need to leave spaces between comments • After 5minutes students are then to add symbols to each others comments explaining their answers: <ul style="list-style-type: none"> - Agree ✓ - Disagree X - Develop + - Challenge ? • What did people agree on and why? 				
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		<ul style="list-style-type: none"> • What did people disagree on and why? • Added Challenge questions: <ul style="list-style-type: none"> - Why do some people have different expectations of what a 'good friend' means? - Are there similarities in these qualities to positive sibling relationships? - In what ways might our expectations of friendships change over time? • On the flash card provided students are to create a scenario to highlight the challenges that can arise in friendship • Swap your scenarios with another group and complete a what happens next, i.e. what are the solutions <p><u>Plenary</u></p> <ul style="list-style-type: none"> • Returning to your connect activities in another pen, add in ways to maintain healthy friendships to your bubble diagram and confidence continuum 				
<p>Week 10</p> <p>Myths, types of relationship, changes within relationships</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • State the similarities between friendships and intimate relationships • State the differences between friendships and intimate relationships 	<p><u>Connect</u></p> <ul style="list-style-type: none"> • Students to watch the video and then answer the questions on the PowerPoint on the 5 points made in the video <p><u>Initiate</u></p> <ul style="list-style-type: none"> • Students are to discuss and then list as many different types of 	<p>PowerPoint</p> <p>Work Booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

	<ul style="list-style-type: none"> • Know how relationships change and evolve over time 	<p>relationship that they can think of</p> <ul style="list-style-type: none"> • Show the students the list of relationships how many did they think of? • Are there any they thought of that are not on the list • Students to watch the pairs video and then finish the following sentences: <ul style="list-style-type: none"> - The relationships between the pears was.... - The pear liked the lemon because... - The pear decided to stay with the other pear because... - This has taught me that... <p><u>Activate</u></p> <ul style="list-style-type: none"> • Explain to the students the difference between external and internal factors for change • Students are then to write as many internal and external factors of change they can think of putting them into the right column on the table • Work through the relationship do's and don'ts discussing each point and why it's important <p><u>Plenary</u></p> <ul style="list-style-type: none"> • Students are to work through the scenarios showed to them and discuss in groups whether the relationship is healthy or unhealthy 				
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<p>Week 11</p> <p>Unhealthy relationships, dating violence and sexual harassment</p>	<p>Students will be to be able:</p> <ul style="list-style-type: none"> • Differentiate between the characteristics of healthy and unhealthy relationship behaviours • Know how to access support if they are experiencing or know of dating violence • Respond appropriately to situations where sexual harassment is occurring 	<p><u>Connect</u></p> <ul style="list-style-type: none"> • Watch the video on the PowerPoint • Students are then to discuss as a class what the video is trying to demonstrate • As a class students are to discuss the five forms of dating violence and how each could contribute to poor emotional/mental health <p><u>Initiate</u></p> <ul style="list-style-type: none"> • Read through the case study on the board • Students are to then to choose to answer two of the three questions from the PowerPoint • Show the students the additional information around Sarah's best friend Abi • Ask students to discuss in pairs before sharing with the class whether they think Abi has been a good friend to Sarah • State who within the case study has been an 'abuser', 'a victim' and a 'bystander' • What could each person do to prevent this happening again • Students to write down 8 'rights' that each person in the relationship should have <p><u>Activate</u></p>	<p>PowerPoint</p> <p>Work Booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>
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		<ul style="list-style-type: none"> • Watch the video on online sexual harassment • Discuss the two case studies on the board • Students are then to answer the reflection questions and be ready to feedback their answers <p><u>Plenary</u></p> <ul style="list-style-type: none"> • All students to list as many positive relationship qualities as they can • Did they all put down: <ul style="list-style-type: none"> - Respect - Trust - Easy-going • What others did they come up with? 				
<p>Week 12</p> <p>Seeking consent and recognising consent and non-consent</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain what consent is and its importance • Recognise consent and non-consent • Use the correct phrasing to seek consent and understand how it is sought 	<p><u>Connect</u></p> <ul style="list-style-type: none"> • Students to discuss the statement ‘Imagine an alien has arrived from another world. They have heard about something called “consent” but they have no idea what it means.’ • In pairs and small groups students are to explore the question: <ul style="list-style-type: none"> - How would you explain ‘consent’ to the alien who knows absolutely nothing about it?” • Summarise their answers on their worksheets <p><u>Initiate</u></p> <ul style="list-style-type: none"> • Ask students to read the statement on the PowerPoint and then have a class discussion around 	<p>PowerPoint</p> <p>Work Booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<p>any points students raise from the statement</p> <ul style="list-style-type: none">• Students are to then read through the next statement and then in pairs discuss what they think the main parts of the statement are• Show the case study regarding Ched Evans and his rape conviction, what part of this has to do with consent? <p><u>Activate</u></p> <ul style="list-style-type: none">• Show students the video on a cup of tea• Students are to discuss with people on their table before answering the following questions:<ul style="list-style-type: none">- Does it depend on the person asking the question?- What if you're trying to make someone else happy?- What if there will be implications if you say no?- What if there are implications if you say yes?- Does saying no mean you're being rude?- Students to then follow the directions on the PowerPoint in an exercise to demonstrate consent• Discuss as a group the questions displayed on the PowerPoint before going through the answers				
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		<ul style="list-style-type: none"> • Students to then attempt to answer the questions at the bottom in relation to how they felt during the two lines exercise • In pairs students to discuss how people show consent with their: <ul style="list-style-type: none"> - Words - Facial expressions - Body language • In pairs students to think of any examples where someone might do something in a relationship they may not want to do but do anyway? <p>Plenary</p> <ul style="list-style-type: none"> • Students to Answer these questions on your worksheet: <ul style="list-style-type: none"> - What is consent and why is it so important? - How can you recognise when someone is consenting and when they're not? - How is consent sought, given and not given in a healthy relationship? - What do you say to seek the consent of another person? 				
<p>Week 13</p> <p>Homophobic abuse, gay rights, support and action</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe and give examples of homophobic abuse and how they can tackle it • Know how to access support • Know what they can do to help promote equality 	<p>Connect</p> <ul style="list-style-type: none"> • Can students give a definition for: <ul style="list-style-type: none"> - Homophobia - Heterosexism • Check students understanding of the words 	<p>PowerPoint</p> <p>Work booklet</p> <p>YouTube</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p>

		<p><u>Initiate</u></p> <ul style="list-style-type: none"> • Students are to rate on a scale of 1-10 how often they experience homophobia or heterosexism in each of the places on the PowerPoint slide • Watch the video on homophobic abuse and students to discuss the following questions in pairs before sharing with the group: <ul style="list-style-type: none"> - Why does this type of thing happen? - How does it make you feel? - Would you step in? - This is Canadian News, how do you think the UK could be perceived? <p><u>Activate</u></p> <ul style="list-style-type: none"> • Watch the video on gay rights • Discuss as a class: <ul style="list-style-type: none"> - Do you agree with the comments made? - Why/Why not? • Students to split into groups of three or four • In their groups students must decide on an answer (A, B, C or D) for each question • One person in each group will act as a spokesperson <p><u>Plenary</u></p> <ul style="list-style-type: none"> • Signpost where to access 'help' and 'advice' 				SMSC
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		<ul style="list-style-type: none"> • Discuss the statistics from the quiz and then ask students: - What can staff do at George Salter Academy to help prevent Homophobic bullying? - What can students do at George Salter Academy to help prevent Homophobic bullying? 				
<p>Week 14</p> <p>Identify ways pornography can be harmful, structural changes to the brain and desensitisation of the brain</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Correctly identify ways in which pornography can be harmful, both to viewers and people involved in the industry • Describe some of the structural changes to the brain which can happen from continuous viewing of pornography and the devastating way it can impact lives • Explain how desensitisation can ruin healthy sex lives and the long term impact a growing porn industry has on society 	<p><u>Connect</u></p> <ul style="list-style-type: none"> • Students to read through the story of 'Prince Charming and Princess Prettyface' • Students are then to choose two of the three questions on the board to answer • Are we looking at a typical fairy story? Work through the points on the PowerPoint and then answer: - Which is the most dangerous point about pornography from these four? <p><u>Initiate</u></p> <ul style="list-style-type: none"> • Students to answer the 10 questions with either 'True' or 'False' • Work through the answers, with some having extra information attached to the question to put the answer into context • Watch the video on how watching pornography 	<p>PowerPoint</p> <p>Work booklets</p> <p>YouTube</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<p>can change how the brain functions</p> <ul style="list-style-type: none"> • Students are then to choose a category of question to answer <p>Activate</p> <ul style="list-style-type: none"> • Read the quote from a Year 11 last year • Students will then be shown case studies to read through and discuss as a class • After reading though and discussing the last case study involving Chan, ask students: <ul style="list-style-type: none"> - what choice could Chan have made that would have prevented her situation? - How can the use of alcohol lead to risky sexual behaviour? <p>Plenary</p> <ul style="list-style-type: none"> • Students to now draw around their hand in their workbooks • Within each finger write one reason why watching porn can be dangerous 				
<p>Week 15</p> <p>How pornography distort sexual behaviour, Revenge porn and its impact and the law</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how pornography can distort sexual behaviour • Explain what revenge porn is and its impact • Describe the law in relation to several different forms of pornography 	<p>Connect</p> <ul style="list-style-type: none"> • Students to watch the video • Work through the infographics on the board with students attempting to explain/discuss as a class what each infographic is showing • Ask students 'How do you think the increase in 	<p>PowerPoint</p> <p>Work booklet</p> <p>YouTube</p> <p>Info sheet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

<p>relating to pornography</p>		<p>availability of pornographic materials has contributed to the information shared in the video and infographics?</p> <p><u>Initiate</u></p> <ul style="list-style-type: none"> • Students to read through the situation on the board and then in pairs choose which level of question they would like to answer • Work through the key terms explaining each one Using the 'Revenge Porn' info sheet students are to read out a paragraph before saying someone else's name in the class and then taking over the reading <p><u>Activate</u></p> <ul style="list-style-type: none"> • Watch the video and afterwards students to complete two of the three levels of questions • Students to act as 'Youth Advice Counsellor's' acting as a support page for teenagers • Students are to complete one of the levels of tasks <p><u>Plenary</u></p> <ul style="list-style-type: none"> • For each statement ask students if this is legal or illegal? • The following slide then goes into more detail for questions 3, 5 or 6. • Signpost areas where students can access further support. 				
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Topic: Living in the wider world		Term: Spring 1	Teaching time: 6 X 50 min lessons														
<p>Big picture (content, theory, concepts, skills)</p> <p>Students to investigate the nature of risk in relation to behaviour, managing risk and in particular the choice to undertake illegal activity. This will include the effects, risks and laws relating to illegal drugs as well as the principles behind both crime and punishment. Capital punishment will also be covered with arguments both for and against looked at. Common myths and inaccuracies around knife crime will also be explored and how knife crimes impact on a person's future.</p>		<p>Oracy</p> <p>Students will be developing use of language in order to convey thoughts, opinions, emotions and how to access different levels of support.</p>															
<p>ASSESSMENT:</p> <table border="1"> <thead> <tr> <th>criteria</th> <th>Relationships</th> </tr> </thead> <tbody> <tr> <td>Beyond</td> <td>Shows complete mastery of the can- do statements</td> </tr> <tr> <td>Exceptional</td> <td>Shows mastery of most of the can-do statements</td> </tr> <tr> <td>Confident</td> <td>Begins to show mastery of some of the can-do statements</td> </tr> <tr> <td>Secure</td> <td>Can access the can-do statements for almost all modules</td> </tr> <tr> <td>Developing</td> <td>Can access the can-do statements at the most basic level</td> </tr> <tr> <td>Beginning</td> <td>Cannot access the can-do statements</td> </tr> </tbody> </table>		criteria	Relationships	Beyond	Shows complete mastery of the can- do statements	Exceptional	Shows mastery of most of the can-do statements	Confident	Begins to show mastery of some of the can-do statements	Secure	Can access the can-do statements for almost all modules	Developing	Can access the can-do statements at the most basic level	Beginning	Cannot access the can-do statements	<p>Formative</p> <p>Questioning, group presentations, class discussions and verbal feedback</p> <p>Summative</p> <p>Audit on "I can do" statements at end of key topics.</p>	
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<p>Link to previous learning:</p> <p>Building on previous learning regarding risk, knife crime, drugs and alcohol, developing these topics for a deeper understanding</p>	<p>Spiritual, Moral, Social, Cultural</p> <p>Developing students moral purpose around social issues relating to risky behaviours and illegal activities</p>		<p>Careers</p> <p>Consequences of illegal activity and restriction to future ambitions</p>														
	<p>Sexual & Relationship Education</p> <p>Relationships between role models and admirers. Social influence on the use of knife crime good and bad.</p>		<p>Mental wellbeing (self-esteem)</p> <p>How to communicate thoughts on feelings in relation to illegal activity and risky behaviours as well as the reason for people choosing to undertake in these activities</p>														
<p>Link to future learning:</p> <p>Understanding why and how laws are formed will be covered in Summer 2</p>	<p>Enterprise</p>		<p>Cultural capital:</p> <p>Raising awareness of external supports and opportunities of where to seek advice.</p>														
<p>Key terminology: Academic language for this unit and tier two vocabulary Role model, influence, admirer, vulnerable, social standing, moral purpose, pressure, resilience, demographics</p>		<p>Cross curricular links:</p> <p>Cross curricular links with Biology and the bodies reaction to illegal substances</p>															

3. Scheme of work for Topic – Implementation

Lesson/title	Lesson objectives	Teaching and Learning Activities	Resources	Assessment Activities	Homework	Skills Focus (may include ICT, Oracy, Careers, Numeracy, SMSC, Enterprise, Mental Well-being)
Week 16 Drugs and Alcohol Effects, risks and laws of illegal drug and where to access support for drug related issues	Students will be able to: <ul style="list-style-type: none"> • Discuss the effects, risks and laws of illegal drugs • Know where to access support for drug related issues 	<p>Connect</p> <ul style="list-style-type: none"> • Match the drugs to the three categories: <ul style="list-style-type: none"> - Medicinal - Recreational (legal) - Recreational (illegal) <p>Initiate</p> <ul style="list-style-type: none"> • In pairs students to come up with a definition of 'what is a drug?' • How close did students get to the real definition? • Explain to students how there are 3 main categories of drugs: <ul style="list-style-type: none"> - Stimulant - Depressant - Hallucinogenic • From the pictures on the board/workbook can students correctly identify the drugs <p>Activate</p> <ul style="list-style-type: none"> • Students are to answer the questions on the board in the drugs quiz 	PowerPoint Work booklet	Self-assessment Questioning Group discussion Paired discussion		Oracy Literacy Self-assessment Questioning SMSC

		<ul style="list-style-type: none"> The answer will be shown after each question so this could be run as a competition Show students the law in relation to possession and supply of different classifications of drugs. Do students think this is right? <p>Plenary</p> <ul style="list-style-type: none"> Signpost DECCA and where students can access help and support Where could they access support within school? 				
<p>Week 17</p> <p>Drugs and Alcohol</p> <p>Effects, risks and laws of illegal drug and where to access support for drug related issues</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss the effects, risks and laws of illegal drugs Know where to access support for drug related issues 	<p>Connect</p> <ul style="list-style-type: none"> Students to solve the 6 anagrams to do with Nitrous Oxide or Synthetic Cannabinoids <p>Initiate</p> <ul style="list-style-type: none"> Explain using the PowerPoint what NPS's (New Psychoactive Substances) are Students to watch a video on NPS's and make a list of all the side effects of NPS's Show the students the list of risks and dangers of NPS's and get them to cross reference their list Ask students to discuss 'why NPS's are so dangerous to both the individual and society?' <p>Activate</p> <ul style="list-style-type: none"> Students are to perform a marketplace activity Each team is to become an expert on one type of drugs Everyone has to be able to explain how their drug effects a person Students are to work through the following stages: <ol style="list-style-type: none"> As a group make poster to show how your drug effects a person. You can write a maximum of 10 words – as many pictures as you want. Hand back reference sheets. (10mins) 	<p>PowerPoint</p> <p>Work booklet</p> <p>Drug Posters</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p> <p>Teamwork</p> <p>Communication</p>

		<ol style="list-style-type: none"> 2. One person from each group stays at home and answers questions from members of the other teams. Other members of your team go out and collect information. (5mins) 3. Everyone returns home and adds their information to their group table. (5mins) 4. All resources to be taken away. Fill in your own tables helping each other if you get stuck! (10mins) <p>Plenary</p> <ul style="list-style-type: none"> • Signpost DECCA and where students can access help and support • Where could they access support within school? 				
<p>Week 18</p> <p>Difference between sin and crime, what is a law and why do we have laws</p>	<p>Students to be able to:</p> <ul style="list-style-type: none"> • Explain what most of the keywords mean • Explain the difference between a sin and a crime • Give examples of actions that are both a sin and a crime • Explain with examples why we have laws 	<p>Connect</p> <ul style="list-style-type: none"> • Students are to complete as many of the keywords meanings as they can • They can work with others to complete the second column • After students have had time to collaborate and discuss answers show them the answers and use the corrections column to change any they got completely wrong, it doesn't have to be word for word <p>Initiate</p> <ul style="list-style-type: none"> • Work through the differences between 'crime' and 'sin' • Discuss the similarities and differences between the two • Can students give examples • Using the Venn diagram students to write down their answers <p>Activate</p> <ul style="list-style-type: none"> • Students to complete the sentence 'A world without laws would be.....' • Students to write a few points justifying the end to their sentence 	<p>PowerPoint</p> <p>Work booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> • Work through the key words of 'law' and 'justice' • Students to discuss and then right down the reasons why we have laws putting the most sensible at the top and least sensible at the bottom • Students to explain why they have put their three most sensible at the top <p>Plenary</p> <ul style="list-style-type: none"> • Students to perform the traffic light activity depending on their understanding of the lessons topics 				
<p>Week 19</p> <p>Four theories of punishment and capital punishment</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Outline and explain all four theories of punishment with examples • Explain using key terms the arguments for and against capital punishment 	<p>Connect</p> <ul style="list-style-type: none"> • Using the pictures on the PowerPoint as hints students are to make a list of as many different types of punishment as possible <p>Initiate</p> <ul style="list-style-type: none"> • Work through and discuss the aims of punishment and why it exists in our society • The four theories should be discussed in greater detail as highlighted on each of the PowerPoint slides: <ul style="list-style-type: none"> - Deterrence - Reform - Retribution - Protection • After each have been discussed students are to compete a table detailing: <ul style="list-style-type: none"> - Definition - Advantages - Disadvantages • 1min task in pairs with each person defining the aim of punishment • Students will then be shown several pictures where they must decide as a class what the aim of the punishment is: <ul style="list-style-type: none"> - Deterrence - Reform 	<p>PowerPoint</p> <p>Work booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> - Retribution - Protection <p>Activate</p> <ul style="list-style-type: none"> • Students to write on their post-its what they think about capital punishment • Work through the forms capital punishment can take • Show the infographic to show where the death penalty still exists • Student to perform a ‘think, pair, share’ and to create two arguments in favour and two against capital punishment each before sharing with the class <p>Plenary</p> <ul style="list-style-type: none"> • Students are to write a statement either arguing for or against capital punishment, using the format: <ul style="list-style-type: none"> - Introduction - Point One - Evidence or example - Conclusion 				
<p>Week 20</p> <p>Knife Crime</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Challenge common myths and inaccuracies about knife crime and explain how it can impact a person’s future • I can explain how to make decisions, demonstrate resilience and manage risk • I can explain how young people can make the choice to be knife free, 	<p>Connect</p> <ul style="list-style-type: none"> • Students to match the slang words to one of the following categories: <ul style="list-style-type: none"> - Knife - Carrying a knife - Stabbed - Gang - Gang member <p>Initiate</p> <ul style="list-style-type: none"> • Students to answer the statements on the board ranging from 1-5 (‘Strongly agree’ to ‘Strongly Disagree’) • In pairs discuss your answers to the statements: <ul style="list-style-type: none"> - Did you both agree on all the points? - Did you get the same scores? - What do you think the biggest misconceptions about knife crime are? • Watch the two videos and discuss: <ul style="list-style-type: none"> - What situations led to them carrying a knife? 	<p>PowerPoint</p> <p>Work booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

	understand how people can get support and give advice to others about being knife free	<ul style="list-style-type: none"> - What were there reasons for carrying a knife? - What stopped them from carrying? - How have they developed/displayed resilience? <p>Activate</p> <ul style="list-style-type: none"> • Students to watch the video on the consequences of knife crime and pick a choice of questions to discuss and then answer <p>Plenary</p> <ul style="list-style-type: none"> • Work through the sources of support students can access 				
Week 21 Knife Crime	Students will be able to: <ul style="list-style-type: none"> • Challenge common myths and inaccuracies about knife crime and explain how it can impact a person's future • I can explain how to make decisions, demonstrate resilience and manage risk • I can explain how young people can make the choice to be knife free, understand how people can get support and give advice to others about being knife free 	<p>Connect</p> <ul style="list-style-type: none"> • Watch the videos again of Ben and Aliya to remind the students of their stories <p>Initiate</p> <ul style="list-style-type: none"> • Students are to complete the table for both Ben and Aliya, asking: <ul style="list-style-type: none"> - How might carrying a knife have affected their future? - What achievements can they be proud of now? • Students to complete the character information about Aliya and Ben • Students to come up with a challenge statement to the original statements shown on the PowerPoint <p>Activate</p> <ul style="list-style-type: none"> • Students to create a table of positive influences and negative influences for Ben and Aliya's decision making • Students to discuss the following: <ul style="list-style-type: none"> - What was the most powerful influence (positive/negative) on the character's decision? Why do you think this? - How can a person resist negative influences when making decisions that could be high risk? - How can we use these experiences to improve our own decision making? 	PowerPoint Work booklet	Self-assessment Questioning Group discussion Paired discussion		Oracy Literacy Self-assessment Questioning SMSC

		<p>Plenary</p> <ul style="list-style-type: none">• Students to revisit the statements from the start of the previous weeks lesson to see if their opinions have change				
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Topic: Living in the wider world		Term: Spring 2	Teaching time: 6 X 50 min lessons														
<p>Big picture (content, theory, concepts, skills)</p> <p>Students will be developing skills such as the process of applying for a job. This will involve searching for relevant volunteering work which will help enhance their CV, understanding the requirements of a role and how to appeal to employers. Interview techniques will be explored through role modelling of good and bad examples along with the tools needed to prepare for an external mock interview. Also covered will be the influence of role models and how they can promote good characteristics and the importance of sleep for both MHWB and the impact a good/bad nights sleep can have on your day</p>		<p>Oracy</p> <p>Students able to clearly state the qualities within a positive role model and how to identify negative character traits. Students will also be able to articulate clearly in an interview process. Developing use of professional language in the work place from a successful work experience.</p>															
<p>ASSESSMENT:</p> <table border="1"> <thead> <tr> <th>criteria</th> <th>Health & Wellbeing</th> </tr> </thead> <tbody> <tr> <td>Beyond</td> <td>Shows complete mastery of the can- do statements</td> </tr> <tr> <td>Exceptional</td> <td>Shows mastery of most of the can do statements</td> </tr> <tr> <td>Confident</td> <td>Begins to show mastery of some of the can do statements</td> </tr> <tr> <td>Secure</td> <td>Can access the can-do statements for almost all modules</td> </tr> <tr> <td>Developing</td> <td>Can access the can do statements at the most basic level</td> </tr> <tr> <td>Beginning</td> <td>Cannot access the can-do statements</td> </tr> </tbody> </table>		criteria	Health & Wellbeing	Beyond	Shows complete mastery of the can- do statements	Exceptional	Shows mastery of most of the can do statements	Confident	Begins to show mastery of some of the can do statements	Secure	Can access the can-do statements for almost all modules	Developing	Can access the can do statements at the most basic level	Beginning	Cannot access the can-do statements	<p>Formative</p> <p>Questioning, group presentations, class discussions and verbal feedback. Interview feedback</p> <p>Summative</p> <p>Audit on “I can do” statements at end of key topics.</p>	
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<p>Link to previous learning:</p> <p>CV skills will be revisited to assess students understanding and this knowledge will be applied to the work experience process of preparing for their placements</p>	<p>Spiritual, Moral, Social, Cultural</p> <p>Raising students aspirations so that they are able to widen their potential career prospects and opportunities for future employment.</p>		<p>Careers</p> <p>Influence role models can have on aspirations. Developing students understanding and awareness of how they are able to search and apply for jobs, as well as appeal to employers. How to conduct themselves during an interview setting and raising aspirations for potential career and future employment.</p>														
	<p>Sexual & Relationship Education</p> <p>Relationships between role models and admirers.</p>		<p>Mental wellbeing (self-esteem)</p> <p>How to access support through available networks and how best to prepare for applications and interviews to reduce anxiety and stress.</p>														
<p>Link to future learning:</p> <p>Student leadership within the academy. This will prepare students for their future external mock interview, application and completion of a successful work</p>	<p>Enterprise</p> <p>Students will be developing use of business like language so that they are able to communicate to employers in a professional manner</p>		<p>Cultural capital:</p> <p>Raising student aspirations to potential career paths and job prospects.</p>														

<p>experience. Allowing them to evaluate the success and future developments for potential career prospects and opportunities.</p>		
<p>Key terminology: Academic language for this unit and tier two vocabulary Opportunities, resilience, aspiration, challenge, career prospects, employers, standards, expectations, determination, interview, support network, anxiety, stress, equality</p>	<p>Cross curricular links: Understanding and awareness of how current subjects widen the opportunities for students further education or career prospects. Resilience, determination, accessing support and action are all character skills that will be developed across a range of subjects</p>	

5. Scheme of work for Topic – Implementation

Lesson/title	Lesson objectives	Teaching and Learning Activities	Resources	Assessment Activities	Homework	Skills Focus (may include ICT, Oracy, Careers, Numeracy, SMSC, Enterprise, Mental Well-being)
Week 22 Role Models: The good, the bad and the ugly	Students will be able to: <ul style="list-style-type: none"> Describe behaving as a strong role model to others Assess the qualities of their role models Evaluate the benefits and challenges of having a positive role model 	<u>Connect</u> <ul style="list-style-type: none"> Students to discuss as a class 'Are all Role Models Positive?' <u>Initiate</u> <ul style="list-style-type: none"> Students to discuss whether Batman is a good role model Students to complete the table writing down traits that make Batman a good role model and a negative role model <u>Activate</u> <ul style="list-style-type: none"> Students to be placed in groups of four and given a specific role model In their groups students will then split into two pairs 2 will present on the role models positive impact 	PowerPoint Work booklet	Self-assessment Questioning Group discussion Paired discussion		Oracy Literacy Self-assessment Questioning SMSC

		<p>and 2 on the negative impact</p> <ul style="list-style-type: none"> • Each group will present and then the class will vote on who won the oracy battle • The battle format should be as follows: <ul style="list-style-type: none"> - Positive/negative pair - Response from opponent - Chance for 'healthy' debate - Class Vote <p>Plenary</p> <ul style="list-style-type: none"> • For each of the people shown on the PowerPoint think of three words to describe why they are a positive role models to some 				
<p>Week 23</p> <p>The importance of sleep and its effect on the quality of your day</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how sleep quality can affect the quality of your day • Explain the impact of a good nights sleep • Explain the impact of a bad nights sleep 	<p>Connect</p> <ul style="list-style-type: none"> • Students to complete a sleep diary for themselves for the previous night and 3 other classmates • Once they have finished ask the class why 'listing the gadgets in the room is important' <p>Initiate</p> <ul style="list-style-type: none"> • In pairs students are to discuss each of the questions on the PowerPoint • Students to work through the True or False questions • Work through the answers discussing the additional information for each answer 	<p>PowerPoint</p> <p>Work booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> • Students to estimate how do each of the animals on the PowerPoint sleep and for how long? • Show students the table detailing the amount of sleep each animal needs • Show students the statement 'Humans are the only animals that actively try and stay awake when tired' • Discuss as a class why this is? <p>Activate</p> <ul style="list-style-type: none"> • Students to watch the video on the importance of sleep • Students are to then write down the key points from the video • Students to decide and discuss which 3 points on the PowerPoint are the most relevant to them, justifying them in their booklets <p>Plenary</p> <ul style="list-style-type: none"> • Students are to name three things they are going to change to improve their sleep 				
<p>Week 24</p> <p>Volunteering: What are the positives for volunteering</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the term 'active citizenship' • Know where to go to access local volunteering opportunities 	<p>Connect</p> <ul style="list-style-type: none"> • Students to discuss as a class: <ul style="list-style-type: none"> - How could volunteers help out to make your community better? - Where do people already volunteer in your community and why? <p>Initiate</p>	<p>PowerPoint</p> <p>Work booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

<p>and who benefits</p>	<ul style="list-style-type: none"> • Explain the benefits to volunteering for both the volunteer and society 	<ul style="list-style-type: none"> • Click on the link to show students all the opportunities to volunteer in Sandwell, do any catch their eye? • Watch the video about volunteering, are there any points raised that are relevant to Y10 students at George's • Discuss two of the opportunities available in Sandwell: <ul style="list-style-type: none"> - Which would you prefer to do? - Which is the most worthwhile? - How would the volunteers benefit? • In work booklets, for each of the four examples students are to write down: <ul style="list-style-type: none"> - How they help the community - How they help the individual <p>Activate</p> <ul style="list-style-type: none"> • In groups of four students are to invent a volunteering scheme for their community, each scheme should explain: <ul style="list-style-type: none"> - WHY it is needed - WHERE it is needed - HOW it would help the community and the individual. • Each idea will be interrogated by the rest of the class 				
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		<ul style="list-style-type: none"> The class will then vote for the best idea <p>Plenary</p> <ul style="list-style-type: none"> Students are to draw an outline of their hand They should then write an advantage for society on the palm of their hand in each of the feelings write an advantage for the volunteer 				
<p>Week 25</p> <p>WEX Preparation</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain what will be expected of them each day Correctly fill in their WEX diary whilst on placement 	<p>Connect</p> <ul style="list-style-type: none"> Students to look at the statements on the board and decide which one is the odd one out and why? The class to discuss their answers and come to an agreement of the odd one out <p>Initiate</p> <ul style="list-style-type: none"> Students to watch the video With a partner students are to discuss the answers to the following questions: <ul style="list-style-type: none"> What is important about first impressions? How do you make a good first impression? What key points would you give yourself for when you meet different people within the company? Why is it important to know about the company before you start? How will you do this? Students to fill in their placement details page 	<p>PowerPoint</p> <p>Work booklet</p> <p>WEX booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<p>and then answer the questions:</p> <ul style="list-style-type: none"> - Can you give five facts about the company you are going to do your work experience for? - Why is having knowledge about the company you work for important? <p>Activate</p> <ul style="list-style-type: none"> • Work through the PowerPoint with the students getting them to complete a trial diary page <p>Plenary</p> <ul style="list-style-type: none"> • Students are to write down three things they need to do to be completely ready for WEX 				
<p>Week 27</p> <p>Evaluating WEX</p> <p>What skills have you developed and how did you do develop them</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain what and how they developed their skills throughout their work experience • Explain the importance of work experience and how it fits into the career journey • Evaluate their work experience 	<p>Connect</p> <ul style="list-style-type: none"> • Complete the activity 'my best day' • Extension activity: write down a comment by your employer, a teacher or your parent showing one positive impact you had on the company or that work experience had on you <p>Initiate</p> <ul style="list-style-type: none"> • Students to complete the skills and values self-assessment in the WEX packs • Show the video of Sophie • Students to then come up with their top piece of advice for dealing with the different sorts of people during their WEX 	<p>PowerPoint</p> <p>Work booklet</p> <p>WEX booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<p><u>Activate</u></p> <ul style="list-style-type: none">• It may help to watch the video of Sophie again• Students are then to complete a table from the video content• Show students the example for 'The Expert'• Completing the WEX evaluation booklet, answering the questions:<ul style="list-style-type: none">- How well did you do on your work experience?- How did you develop your skills? <p><u>Plenary</u></p> <ul style="list-style-type: none">• Students to answer the questions below on a sliding scale from 100% agree to 100% disagree:<ul style="list-style-type: none">- I found WEX really useful- I learnt a lot of new skills as a result of WEX- I feel a lot more confident and motivated as a result of WEX				
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Topic: Relationships	Term: Summer 1	Teaching time: 6 X 50 min lessons													
<p>Big picture (content, theory, concepts, skills)</p> <p>Understanding the causes and effects of debt, along with the risks associated with gambling. Students will be developing awareness of the signs and symptoms of identifying debt and gambling habits and where support can be sought after. Managing change in family circumstances and bereavement so students are aware of where support can be accessed. Developing and awareness and appreciation for different family structures and the legal rights of different forms of relationships, i.e. marriage</p>	<p>Oracy</p> <p>Students will be developing use of language in order to convey thoughts, opinions, emotions and how to access different levels of support.</p>														
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<p>Link to previous learning:</p> <p>Influence of role models can be addressed within this aspect of the programme. Influence of media on risks associated with gambling and gambling addiction. Risky behaviour and consequences with drugs.</p>	<p>Spiritual, Moral, Social, Cultural</p> <p>Awareness of how gambling is seen within various religions. Social and cultural aspects to be considered with gambling and debt.</p>	<p>Careers</p> <p>Effect of gambling addiction/debt on job loss and personal finances</p>													
	<p>Sexual & Relationship Education</p> <p>Potential effects of gambling and debt within relationships</p>	<p>Mental wellbeing (self-esteem)</p> <p>Where emotional support can be sought for gambling addictions and uncontrollable debt. As well as for managing the change in family circumstance such as separation and divorce</p>													
<p>Link to future learning:</p> <p>Understanding debt and gambling will be further developed when students are able to study finances and creating a sustainable living.</p>	<p>Enterprise</p>	<p>Cultural capital:</p>													

Key terminology: Academic language for this unit and tier two vocabulary
Bereavement, counselling, support, loss, gambling, debt, risk, good debt, bad debt, interest,
budget, credit, marriage, co-habiting, civil partnership, separation, divorce

Cross curricular links:
Links to be explored in RE and how various religions view gambling
and debt

6. Scheme of work for Topic – Implementation

Lesson/title	Lesson objectives	Teaching and Learning Activities	Resources	Assessment Activities	Homework	Skills Focus (may include ICT, Oracy, Careers, Numeracy, SMSC, Enterprise, Mental Well-being)
<p>Week 28</p> <p>Understanding debt</p> <p>What is debt, good debt and bad debt, interest and payments</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Explain the concept of debt • Explain the difference between good debt and bad debt • Calculate the total cost of something including interest payments 	<p><u>Connect</u></p> <ul style="list-style-type: none"> • Students to list as many reasons as possible to borrow money • Ask students to name one before moving onto the next student until you have a long list <p><u>Initiate</u></p> <ul style="list-style-type: none"> • Explain the concept of borrowing money and particularly interest • Show students the three options to borrow £1000 they must justify their choice of bank • Go through in detail interest and interest rate • Show students the difference in interest can make when borrowing £5000 and highlight in particular payday loans 	<p>PowerPoint</p> <p>Work booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> Explain how interest can work both ways. Ask students how does this affect the interest rate they should look for when borrowing/saving? <p>Activate</p> <ul style="list-style-type: none"> Watch the video explaining good and bad debt Students to then summarise the difference between good and bad debt Using the answers from the start of the lesson students are to place them into either good or bad debt <p>Plenary</p> <ul style="list-style-type: none"> Discuss with students the ways in which they can reduce debt 				
<p>Week 29</p> <p>Budgeting</p> <p>The difference between credit and debit and the challenges of budgeting</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Define the word budget Explain the difference between 'credit' and 'budget' Explain the challenges of budgeting for the first time 	<p>Connect</p> <ul style="list-style-type: none"> Students have 3mins to show what they think a budget is; using sentences, a drawing or even a sum Show them the definition for a budget <p>Initiate</p> <ul style="list-style-type: none"> Students to list as many things as possible they spend money on Place them into either 'needs' or 'wants' <p>Activate</p> <ul style="list-style-type: none"> Work through the PowerPoint setting the scene for students to create their own budget 	<p>PowerPoint</p> <p>Work booklet</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> Using the budgeting resource students must plan what they will spend their money on for this week <p>Plenary</p> <ul style="list-style-type: none"> Work through the reflection points from today's lesson 				
<p>Week 30</p> <p>Gambling and Risks</p> <p>What classes as high risk and the risks associated with gambling</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify what is meant by a risk and what classes as 'high' risk Distinguish between the risks associated with gambling Investigate different TV adverts 	<p>Connect</p> <ul style="list-style-type: none"> Students to work out what all the words on the board have in common They then need to rank them in order of most to least in terms of addictiveness and be ready to justify their decision to others <p>Initiate</p> <ul style="list-style-type: none"> Discuss as a class (potentially make a list on the board) in what way people take risks Students to rank the behaviours on the board from 'most risky' to 'least risky' Students to justify their top 3 to partner/class Students to discuss with the person sitting next to them the statement 'some people are born more likely to gamble than others; there is nothing you can do about that' Students to spend a few minutes looking at the gambling adverts on each table 	<p>PowerPoint</p> <p>Work Booklets</p> <p>Gambling Adverts</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> • Students are to identify the elements of each advert that persuade people to gamble • Points to consider: <ul style="list-style-type: none"> - Text: words and phrasing - Colours - Images - How they make you feel • Students are then to complete the table in their booklets about the adverts <p>Activate</p> <ul style="list-style-type: none"> • Discuss the signs and symptoms of gambling addiction, does everyone agree with the ones on the board? • Students to read through the case study on the board and answer the questions underneath in their booklets • Students are to place each scenario on the board/in their booklets on a continuum line from recreational to problem gambling behaviours <p>Plenary</p> <ul style="list-style-type: none"> • Students to vote on whether gambling is good or bad, students are to justify their choice • Emphasise where students are able to access further help and information 				
Week 31	Students will be able to: <ul style="list-style-type: none"> • Know the stages of emotions people can 	Connect	PowerPoint	Self-assessment Questioning		Oracy Literacy

<p>Grief (bereavement)</p> <p>Varying emotions of grief and supporting others in times of grief</p>	<p>experience when they lose someone they love</p> <ul style="list-style-type: none"> Recognise and respect your own and others feelings about death 	<ul style="list-style-type: none"> Ask students if the media should show death and bereavement openly? Discuss the points on the board Show students the video of Mufasa being killed in The Lion King Are Disney films successful in their treatment of such topics? Students are then to match the different types of death with the examples given <p>Initiate</p> <ul style="list-style-type: none"> Students are to mind map around the heart why people may find it difficult to talk about death Discuss the mind maps students have created Are all the reasons the same around the world? Show students pictures of the Mexican holiday 'Day of the Dead' Students to discuss in pairs what feelings you might have if someone close to them dies Show students 12 feelings and discuss them with the group For each of the six most common emotions students have to describe them and why they might feel them: <ul style="list-style-type: none"> Shock Sadness Resentment 	<p>Work Booklets</p>	<p>Group discussion</p> <p>Paired discussion</p>		<p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>
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		<ul style="list-style-type: none"> - Guilt - Anger - Worries/Fears <p>Activate</p> <ul style="list-style-type: none"> • Show student the video 'coping with grief' • Students are to summarise the key points made in the video • Students to discuss the key points and their importance as a class <p>Plenary</p> <ul style="list-style-type: none"> • Students to discuss with a partner and write down what they feel are the two most useful pieces of advice you can give someone who is grieving 				
<p>Week 32</p> <p>Marriage</p> <p>Rights of people in long term relationships, marriage and forced marriage</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the options and legal rights of people in different forms of long term relationships • Explain why people might choose to marry and why marriage must be freely entered into • Analyse different attitudes towards marriage 	<p>Connect</p> <ul style="list-style-type: none"> • What does the image on the PowerPoint mean to them? • Are the rings important? • Students to complete the true or false quiz in their booklets • Once students have finished, get them to swap their booklets with a partner and peer mark • Why is the answer to question 10 True and False? <p>Initiate</p> <ul style="list-style-type: none"> • In groups students are to read the scenario cards and decide whether each shows a legal marriage or an illegal/void marriage 	<p>PowerPoint</p> <p>Work Booklets</p> <p>Marriage Resource</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> For each scenario they will need to provide an answer as well as justifying it Students to watch the video on forced marriage Students are then to look at the scenarios on the PowerPoint and circle the ones they think are examples of forced marriage <p>Activate</p> <ul style="list-style-type: none"> In pairs, students are to read each statement regarding the legal rights and protection of different couples Each statement must then be placed into their Venn diagrams <p>Plenary</p> <ul style="list-style-type: none"> Show students where they can access further information and support on forced marriage Students are to re-read the forced marriage scenario with Jas and give advice about what Jas and her brother could do What might you do if Jas or her brother felt unable to follow this advice? 				
Week 33 Separation and Divorce	Students will be able to: <ul style="list-style-type: none"> Explain the reasons why some marriages end in divorce Recognise and respect your own and others feelings 	<p>Connect</p> <ul style="list-style-type: none"> Students to discuss whether the picture below shows the perfect family structure Students to watch the video showing a variety of family structures 	PowerPoint Work Booklets	Self-assessment Questioning Group discussion Paired discussion		Oracy Literacy Self-assessment Questioning

	<p>about separation and divorce</p>	<p><u>Initiate</u></p> <ul style="list-style-type: none"> • Students to discuss the different ways that the words on the handout can affect a married couple • Each pair are now to list two ways that their word might affect a married couple, once the pair have listed their two ways other groups can contribute about the word they have spoken • Students are then to choose the five words and list them in order of what the biggest contributor to the break-up of marriage • Can students add any other reason why marriages might end in divorce <p><u>Activate</u></p> <ul style="list-style-type: none"> • Students to watch the video 'a child of divorce' and make notes on all the ways divorce has affected this child • Using their notes from the video students are to list the emotions that they think the child of divorce may be going through • Students are then to write a letter of advice to the child on how to get through the separation of his parents <p><u>Plenary</u></p>				<p>SMSC</p>
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		<ul style="list-style-type: none">• Students to have a final discussion the following points:<ul style="list-style-type: none">- Should children have a say about arrangements after their parents split up?- Should parents who have separated ask their children to give messages to each other?- Is it up to you to make your parents feel ok?				
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Topic: Living in the wider world	Term: Summer 2	Teaching time: 6 X 50 min lessons														
Big picture (content, theory, concepts, skills) Developing understanding of the benefits of being in a committed, stable, positive relationship and its links to raising children along with the rights and responsibilities of parents when raising children. Students will investigate differing forms of government, the nature of a democracy and the ability to define the difference between parliament and government. Also covered is the importance of voting and voter power. The roles and responsibilities of the EU and UN will also be covered.		Oracy To be able to use language when dealing with divisive issues and how to approach these in a respectable manner														
ASSESSMENT: <table border="1" data-bbox="114 485 1397 805"> <thead> <tr> <th data-bbox="114 485 624 528">criteria</th> <th data-bbox="631 485 1397 528">Relationships</th> </tr> </thead> <tbody> <tr> <td data-bbox="114 533 624 576">Beyond</td> <td data-bbox="631 533 1397 576">Shows complete mastery of the can- do statements</td> </tr> <tr> <td data-bbox="114 580 624 624">Exceptional</td> <td data-bbox="631 580 1397 624">Shows mastery of most of the can do statements</td> </tr> <tr> <td data-bbox="114 628 624 671">Confident</td> <td data-bbox="631 628 1397 671">Begins to show mastery of some of the can do statements</td> </tr> <tr> <td data-bbox="114 676 624 719">Secure</td> <td data-bbox="631 676 1397 719">Can access the can-do statements for almost all modules</td> </tr> <tr> <td data-bbox="114 724 624 767">Developing</td> <td data-bbox="631 724 1397 767">Can access the can do statements at the most basic level</td> </tr> <tr> <td data-bbox="114 772 624 805">Beginning</td> <td data-bbox="631 772 1397 805">Cannot access the can-do statements</td> </tr> </tbody> </table>		criteria	Relationships	Beyond	Shows complete mastery of the can- do statements	Exceptional	Shows mastery of most of the can do statements	Confident	Begins to show mastery of some of the can do statements	Secure	Can access the can-do statements for almost all modules	Developing	Can access the can do statements at the most basic level	Beginning	Cannot access the can-do statements	Formative Questioning, group presentations, class discussions and verbal feedback Summative Audit on “I can do” statements at end of key topics.
criteria	Relationships															
Beyond	Shows complete mastery of the can- do statements															
Exceptional	Shows mastery of most of the can do statements															
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Developing	Can access the can do statements at the most basic level															
Beginning	Cannot access the can-do statements															
Link to previous learning: Building on the unit on healthy relationships and the lessons regarding illegal activity such as drug use, knife crime and crime and punishment	Spiritual, Moral, Social, Cultural Moral responsibility to vote and take an active part in societal betterment Sexual & Relationship Education Building positive relationships with those around us which are built on British values	Careers Mental wellbeing														
Link to future learning: Parenting skills and managing change within family structures.	Enterprise	Cultural capital: The role of government and their role in shaping and holding to account the government														
Key terminology: Academic language for this unit and tier two vocabulary Roles, responsibilities, democracy, theocracy, dictatorship, parliament, government, legislative, executive, administrative, MP, cabinet, voting, EU, UN, security council, law		Cross curricular links: Biology and reproduction														

7. Scheme of work for Topic – Implementation

Lesson/title	Lesson objectives	Teaching and Learning Activities	Resources	Assessment Activities	Homework	Skills Focus (may include ICT, Oracy, Careers, Numeracy, SMSC, Enterprise, Mental Well-being)
<p>Week 34</p> <p>Parenting Skills</p> <p>Responsibilities of parents and characteristics of good parenting</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the benefits of being in a committed, stable, positive relationship Identify the rights, roles and responsibilities of parents with respect to raising children Evaluate the characteristics of successful parenting 	<p>Connect:</p> <ul style="list-style-type: none"> Students are to mind map around the word 'parenting' Go through the examples on the PowerPoint with students adding to their mind map any they have missed and sharing with the rest of the class any they have come up with <p>Initiate:</p> <ul style="list-style-type: none"> Students to complete the diamond 9 of the responsibilities of parents Students must be ready to justify their choices to the rest of the class <p>Activate:</p>	<p>PowerPoint</p> <p>Work Booklet</p> <p>Diamond 9</p> <p>Timeline</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>	<p>Suggested activities: Self testing from knowledge organiser/ GCSE Pod learning link/revision activity/flipped learning/stretch & challenge task</p>	<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> • In pairs students are to write down the responsibilities of parents at each stage of a child's life on the timeline in their booklets • Underneath the timeline students are to add what they think the main challenges are of parenting each stage • Can students identify any common responsibilities or challenges across all age ranges • As a group, come up with a list of 5 top tips for parents to help them tackle the responsibilities of parenting. Give each group one of the following categories: <ul style="list-style-type: none"> - 0-1 years old - 2-4 years old - 5-10 years old - 11-15 years old - 15-18 years old - 18+ years old • Students should be ready to challenge others advice and defend their own <p>Plenary :</p> <ul style="list-style-type: none"> • Students to revisit their mind map • Using a different colour pen students are to add to their mind map or change bits they did at the start of the lesson 				
Week 35	Students will be able to: <ul style="list-style-type: none"> • Describe what democracy is 	Connect:	PowerPoint	Self-assessment		Oracy

<p>UK Democracy</p> <p>Democracy, Parliament and Government and roles of legislative, executive and administrative</p>	<ul style="list-style-type: none"> • Explain the difference between Parliament and Government • Explain the role of legislative, the executive and the administrative in UK democracy 	<ul style="list-style-type: none"> • Using the picture on the PowerPoint, students are to: <ul style="list-style-type: none"> - Name where it is - What does the word democracy mean? <p>Initiate:</p> <ul style="list-style-type: none"> • In pairs students are to discuss the difference between 'Parliament' and 'Government' • Show the students the definitions for 'Parliament' and 'Government' • Using the information on the slides the students are to complete their tables on the roles of 'Parliament' and 'Government' • Work through the answers on the PowerPoint <p>Activate:</p> <ul style="list-style-type: none"> • Show students the video stopping it after 4mins • Students are then to answer the questions in their workbook • Work through the answers on the PowerPoint with students self-marking their answers • What word links all the pictures on the PowerPoint? • Can students name each image? 	<p>Work Booklets</p>	<p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>
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		<ul style="list-style-type: none"> Work through other key words definitions, focussing particularly on 'legislature' and 'executive' <p>Plenary :</p> <ul style="list-style-type: none"> In pairs students are to challenge each other to explain the role of each of the following: <ul style="list-style-type: none"> Government Parliament Political Parties Prime Minister Monarchy Member of Parliament 				
<p>Week 36</p> <p>Government</p> <p>Parliament, role of an MP, Cabinet roles and Government in other parts of the world</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how Parliament works Explain what an MP does Describe different forms of government in other parts of the world Identify some of the roles of cabinet 	<p>Connect:</p> <ul style="list-style-type: none"> In pairs students are to explain what you think the role of the monarch is and make points around the crown in their booklets If students have missed any of the points shown on the PowerPoint students are to add it to their booklets <p>Initiate:</p> <ul style="list-style-type: none"> Show the students the 7 key functions of parliament: <ul style="list-style-type: none"> Representation Redress of grievances Debating major issues Financial scrutiny Sustaining the government Making law (legislation) Scrutinising the executive 	<p>PowerPoint</p> <p>Work Booklets</p> <p>7 functions of government information sheets</p> <p>Cabinet Minister cards</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> Students to be given an information sheet on one of the 7 key functions In groups students will prepare a speech to feedback to the rest of the class which must: <ul style="list-style-type: none"> Not be more than 45s Summarise the key points Cannot use the resource, i.e. read it out <p>Activate:</p> <ul style="list-style-type: none"> Watch the video on roles of an MP and Cabinet Ministers Students are then to summarise the difference between the Role of and MP and that of a Cabinet Minister Students are to match the type of government to the correct definition, when finished students are to give examples of countries with this form of government <p>Plenary :</p> <ul style="list-style-type: none"> Students are to be given a position in the cabinet They then have to write down their three main priorities 				
<p>Week 37</p> <p>Voting</p> <p>Importance of voting and the role and importance of</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify different systems of government Describe the role and importance of local government Explain the importance of voting 	<p>Connect:</p> <ul style="list-style-type: none"> What does the picture represent? Students to think about their day so far and write 5 ways in which politics has influenced their life already 	<p>PowerPoint</p> <p>Work Booklets</p> <p>Mind map resource</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>	<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>	

<p>local government</p>		<ul style="list-style-type: none"> • Go through the examples on the PowerPoint <p><u>Initiate:</u></p> <ul style="list-style-type: none"> • Students are to mind map what they think each of the local government departments do: <ul style="list-style-type: none"> - Police and fire services - Planning and technical - Education - Environmental services - Leisure and amenities - Housing - Social services <p><u>Activate:</u></p> <ul style="list-style-type: none"> • Students to name as many TV shows as they can that allow viewers the opportunity to vote on what happens to the participants • Show students the infographics on the PowerPoint, what do they say about UK voting trends? • Watch the video about voting • Students are then to discuss in pairs how you would persuade these people to vote • Split the arguments into statements for and against voting • Students to then add any of their own <p><u>Plenary :</u></p> <ul style="list-style-type: none"> • Students to rank the services from most to least important 				
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		<ul style="list-style-type: none"> Students must be ready to justify their choice 				
<p>Week 38</p> <p>The EU and the UN</p> <p>The purpose of the EU, Brexit, the UN and the UN Security Council</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the key aims of the EU Identify the key parts of the UN Describe the purpose of the UN Evaluate whether the UK was right to vote for Brexit rather than remaining in the EU Evaluate whether the UK should remain part of the UN Security Council 	<p><u>Connect:</u></p> <ul style="list-style-type: none"> Students to answer the questions about the EU in their booklets When students have finished they can discuss in pairs why they think the BREXIT vote was so close <p><u>Initiate:</u></p> <ul style="list-style-type: none"> Discuss with the class about the point of the EU, the conditions are to become a member and the five things the EU sets out to do Discuss with the students if they feel these tie into British values Students are to rank the benefits of the being a member of the EU in order of importance Ask students to justify/explain their order Discuss with students the positive and negative impacts of leaving the EU Students are to prepare a 30s speech summarising their view based on the statement 'The UK was right to leave the EU' <p><u>Activate:</u></p> <ul style="list-style-type: none"> Students to watch the video on the UN and add key points to their mind map 	<p>PowerPoint</p> <p>Work Booklets</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<ul style="list-style-type: none"> Discuss the three main aims of the United Nations <p>Plenary :</p> <ul style="list-style-type: none"> Students are to write arguments for and against the UK being a permanent member 				
<p>Week 39</p> <p>The law making process</p> <p>The importance of laws and how they are created</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> Describe why laws are made Explain how laws are made 	<p>Connect:</p> <ul style="list-style-type: none"> Students to discuss 'what is the law?' Students to then write down as many laws as they can for children in Year 10&11 <p>Initiate:</p> <ul style="list-style-type: none"> Students to place the following statements onto either the protection (blue) side of the scales and control (red) side: <ul style="list-style-type: none"> Protection/Safety Keep Order Regulate Behaviour Keep sections of society safe e.g. children To ensure punishment for criminal activity To deter people from committing crime Show the students the answer and debate if they agree Separate the words in the list into the three categories based on how much influence they have on the creation of laws: <ul style="list-style-type: none"> No influence Some influence Lot of influence 	<p>PowerPoint</p> <p>Work Booklets</p>	<p>Self-assessment</p> <p>Questioning</p> <p>Group discussion</p> <p>Paired discussion</p>		<p>Oracy</p> <p>Literacy</p> <p>Self-assessment</p> <p>Questioning</p> <p>SMSC</p>

		<p><u>Activate:</u></p> <ul style="list-style-type: none">• Students are to read through the next few slides and using the information they justify their placing of people/groups. Justifying their choice in full sentences• Watch the videos and ask students to place the statements into order of how laws are created <p><u>Plenary :</u></p> <ul style="list-style-type: none">• In pairs students are to discuss why they think there are so many stages in the law making process• Students have to be ready to explain their point to the rest of the class				
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