

# Leek High School



## RSE and Health Education Policy

The DfE has confirmed that relationships and health education in primary schools and RSE and health education in secondary schools will become compulsory from September 2020 as planned; however, due to the impact of the coronavirus (COVID-19), schools are being offered flexibility on when to begin delivering these subjects within the 2020/2021 academic year.

Schools that are prepared to deliver teaching in these subjects and have met the requirements in the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance are being encouraged to begin delivering teaching from 1 September 2020, or whenever practicable to do so within the first few weeks of the academic year. Schools that feel they will not be able to meet the requirements due to the impact of coronavirus (e.g. time lost in school and competing priorities) should start teaching the subjects as soon as practically possible, and no later than the start of the Summer term in 2021. In these cases, a phased approach should be used (if needed) when introducing the subjects.

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## Statement of intent

At Leek High School, we understand the importance of educating students about sex, relationships and their health, for them to make responsible and well-informed decisions in their lives.

The teaching of RSE and health education can help to prepare students for the opportunities, responsibilities and experiences of adult life. It allows us to promote the spiritual, moral, social, cultural, mental and physical development of students at school and in the wider society.

We have an obligation to provide students with high-quality, evidence and age-appropriate teaching of these subjects. This policy outlines how the school's RSE and health education curriculum will be organised and delivered, to ensure it meets the needs of all students.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

## **1. Legal framework**

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2020) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2015) 'National curriculum in England: science programmes of study'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017

1.2. This policy operates in conjunction with the following school policies:

- Anti-Bullying
- Behaviour
- Child Protection and Safeguarding
- Equal Opportunities
- Online safety
- SEND
- Acceptable Terms of Use Agreement

## **2. Roles and responsibilities**

2.1. The Local Governing Body is responsible for:

- Ensuring all students make progress in achieving the expected educational outcomes.
- Ensuring the RSE and health education curriculum is well-led, effectively managed and well-planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring that teaching is delivered in ways that are accessible to all students with SEND.
- Providing clear information to parents on the subject content and the right to request that their child is withdrawn.

- Ensuring RSE and health education is resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

2.2. The **Headteacher** is responsible for:

- The overall implementation of this policy.
- Ensuring all staff are suitably trained to deliver the subjects.
- Ensuring parent are fully informed of this policy.
- Reviewing all requests to withdraw students from non-statutory elements of the RSE and health education curriculum.
- Discussing withdrawal requests with parents, and the child if appropriate, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum, including the benefits of receiving the education.
- Ensuring withdrawn students receive appropriate, purposeful education during the period of withdrawal.
- Encouraging parents to be involved in consultations regarding the school's RSE and health education curriculum.
- Reviewing this policy on an **annual** basis.
- Reporting to the Local Governing Body on the effectiveness of this policy and the curriculum.

2.3. The **Personal Development Coordinator** is responsible for:

- Overseeing the delivery of RSE and health education.
- Working closely with colleagues in related curriculum areas to ensure the RSE and health education curriculum compliments, and does not duplicate, the content covered in national curriculum subjects.
- Ensuring the curriculum is age-appropriate and of high-quality.
- Reviewing changes to the RSE and health education curriculum and advising on their implementation.
- Monitoring the learning and teaching of RSE and health education, providing support to staff where necessary.
- Ensuring the continuity and progression between each year group.
- Helping to develop colleagues' expertise in the subject.
- Ensuring teachers are provided with adequate resources to support teaching of the curriculum.

- Ensuring the school meets its statutory requirements in relation to RSE and health education.
- Leading staff meetings and ensuring all members of staff involved in the curriculum have received the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring the correct standards are met for recording and assessing student performance.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

2.4. The **DSL** and **DDSLs** are responsible for:

- Offering advice and consultation for safeguarding-related subjects in the RSE and health education curriculum.
- Promoting knowledge and awareness of safeguarding issues amongst staff.
- Being an appropriate point of contact for staff who have concerns about the welfare of a child that have arisen through the teaching of RSE and health education.

2.5. **Teachers** are responsible for:

- Acting in accordance with, and promoting, this policy.
- Delivering RSE and health education in a sensitive way and that is of a high-quality and appropriate for each year group.
- Ensuring they do not express personal views or beliefs when delivering the curriculum.
- Planning lessons effectively, ensuring a range of appropriate teaching methods and resources are used to cover the content.
- Modelling positive attitudes to RSE and health education.
- Liaising with the **SENCO** and **Assistant SENCO** about identifying and responding to the individual needs of students with SEND.
- Liaising with the **Personal Development Coordinator** about key topics, resources and support for individual students.
- Monitoring student progress in RSE and health education.

- Reporting any concerns regarding the teaching of RSE or health education to the **Personal Development Coordinator** or a member of the **SLT**.
- Reporting any safeguarding concerns or disclosures that students may make as a result of the subject content to the **DSL**.
- Responding appropriately to students whose parents have requested to withdraw them from the non-statutory components of RSE, by providing them with alternative education opportunities.

2.6. The **SENCO** is responsible for:

- Advising teaching staff how best to identify and support students' individual needs.
- Advising staff on the use of TAs in order to meet students' individual needs.

### 3. Organisation of the RSE and health education curriculum

- 3.1. All schools providing secondary education are required to deliver statutory RSE and all state-funded schools are required to deliver health education.
- 3.2. For the purpose of this policy, “**relationships and sex education**” is defined as teaching students about developing healthy, nurturing relationships of all kinds, and helping them to understand human sexuality and to respect themselves and others.
- 3.3. For the purpose of this policy, “**health education**” is defined as teaching students about how they can make good decisions about their own health and wellbeing, and how physical health and mental wellbeing are interlinked.
- 3.4. The RSE and health education curriculum will be developed in consultation with teachers, students and parents, and in accordance with DfE recommendations.
- 3.5. We will gather the views of teachers, students and parents in the following ways:
  - Questionnaires
  - Meetings
  - Letters
  - Training sessions

- 3.6. The majority of the RSE and health education curriculum will be delivered through PSHCE, with statutory elements taught via the science curriculum.
- 3.7. The **Personal Development Coordinator** will work closely with their colleagues in related curriculum areas to ensure the curriculum complements and does not duplicate the content covered in national curriculum subjects.
- 3.8. The curriculum has been developed in line with the DfE's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.
- 3.9. The school will consider the context and views of the wider local community when developing the curriculum to ensure it is reflective of issues in the local area.
- 3.10. The school will consider the religious background of all students when planning teaching, to ensure all topics included are appropriately handled.
- 3.11. The RSE and health education curriculum is informed by topical issues in the school and wider community, to ensure it is tailored to students' needs, for example, if there was a local prevalence of specific sexually transmitted infections, our curriculum would be tailored to address this issue.

## **4. RSE subject overview**

- 4.1. RSE will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Families**

- 4.2. By the end of secondary school, students will know:
  - That there are different types of committed, stable relationships.
  - How these relationships might contribute to human happiness and their importance for bringing up children.
  - What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.
  - Why marriage is an important relationship choice for many couples and why it must be freely entered into.



- The characteristics and legal status of other types of long-term relationships.
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting.

4.3. Students will also know how to:

- Determine whether other children, adults or sources of information are trustworthy.
- Judge when a family, friend, intimate or other relationship is unsafe, and recognise this in others' relationships.
- How to seek help or advice if needed, including reporting concerns about others.

### **Respectful relationships, including friendships**

4.4. By the end of secondary school, students will know:

- The characteristics of positive and healthy friendships in all contexts (including online), including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationships.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- How stereotypes, particularly those based on sex, gender, race, religion, sexual orientation or disability, can cause damage, e.g. how they might normalise non-consensual behaviour.
- That in school and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to seek help.
- The types of behaviour in relationships that can be criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and violence and why these are always unacceptable.
- The legal rights and responsibilities regarding equality, with reference to the protected characteristics defined in the Equality Act 2010, and that everyone is unique and equal.

## **Online and media**

4.5. By the end of secondary school, students will know:

- Their rights, responsibilities and opportunities online, and that the same expectations of behaviour apply in all contexts.
- About online risks, including that material shared with another person has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- Not to provide material to others that they would not want shared further and not to share personal material which they receive.
- What to do and where to get support to report material or manage issues online.
- The impact of viewing harmful content.
- That specifically sexually explicit material, e.g. pornography, presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children is a criminal offence which carries severe penalties, including jail.
- How information and data is generated, collected, shared and used online.

## **Being safe**

4.6. By the end of secondary school, students will know:

- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn – this includes online.

## **Intimate and sexual relationships, including sexual health**

4.7. By the end of secondary school, students will know:

- How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

- That all aspects of health can be affected by choices they make in sex and relationships, positively and negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
- The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for both men and women.
- The range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- That they have a choice to delay sex or enjoy intimacy without sex.
- The facts about the full range of contraceptive choices, their effectiveness and options available.
- The facts around pregnancy including miscarriage.
- That there are choices in relation to pregnancy, with legally and medically accurate, impartial information on all options including keeping the baby, adoption, abortion and where to get further help.
- How the different sexually transmitted infections (STIs) are transmitted, how risk can be reduced through safer sex and the importance of facts about testing.
- About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

## **5. RSE scheme of work**

- 5.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 4 of this policy.
- 5.2. The year group schemes of work for PSHCE (See appendices A, B and C) include the RSE curriculum content.

## 6. Health education subject overview

- 6.1. The physical health and mental wellbeing curriculum will continue to develop students' knowledge on the topics taught at a primary level, in addition to the content outlined in this section.

### **Mental wellbeing**

- 6.2. By the end of secondary school, students will know:
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary.
  - That happiness is linked to being connected to others.
  - How to recognise the early signs of mental wellbeing concerns.
  - Common types of mental ill health, e.g. anxiety and depression.
  - How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.
  - The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.

### **Internet safety and harms**

- 6.3. By the end of secondary school, students will know:
- The similarities and differences between the online world and the physical world, including the impact of unhealthy or obsessive comparison with others online, over-reliance on online relationships, the risks related to online gambling, how information is targeted at them and how to be a discerning consumer of information online.
  - How to identify harmful behaviours online, including bullying, abuse or harassment, and how to report, or find support, if they have been affected by those behaviours.

### **Physical health and fitness**

- 6.4. By the end of secondary school, students will know:
- The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.
  - The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health.

- About the science relating to blood, organ and stem cell donation.

### **Healthy eating**

6.5. By the end of secondary school, students will know:

- How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.

### **Drugs, alcohol and tobacco**

6.6. By the end of secondary school, students will know:

- The facts about legal and illegal drugs and their associated risks, including the link between drug use and serious mental health conditions.
- The law relating to the supply and possession of illegal substances.
- The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.
- The physical and psychological consequences of addiction, including alcohol dependency.
- Awareness of the dangers of drugs which are prescribed but still present serious health risks.
- The facts about the harms from smoking tobacco, the benefits of quitting and how to access the support to do so.

### **Health and prevention**

6.7. By the end of secondary school, students will know:

- About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.
- About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.
- The benefits of regular self-examination and screening.
- The facts and science relating to immunisation and vaccination.
- The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.

### **Basic first aid**

- 6.8. By the end of secondary school, students will know:
- Basic treatments for common injuries.
  - Life-saving skills, including how to administer CPR.
  - The purpose of defibrillators and when one might be needed.

### **Changing adolescent body**

- 6.9. By the end of secondary school, students will know:
- Key facts about puberty, the changing adolescent body and menstrual wellbeing.
  - The main changes which take place in males and females, and the implications for emotional and physical health.

## **7. Health education scheme of work**

- 7.1. The school is free to determine an age-appropriate, developmental curriculum which meets the needs of young people and includes the statutory content outlined in section 6 of this policy.
- 7.2. The year group schemes of work for PSHCE (See appendices A, B and C) include the health education curriculum content.

## **8. Delivery of the curriculum**

- 8.1. The majority of the RSE and health education curriculum will be delivered through the PSHCE curriculum (Personal, Asocial, Health and Careers Education).
- 8.2. Through effective organisation and delivery of the subject, we will ensure that:
- Core knowledge is sectioned into units of a manageable size.
  - The required content is communicated to students clearly, in a carefully sequenced way, within a planned scheme of work.
  - Teaching includes sufficient and well-chosen opportunities and contexts for students to embed new knowledge so that it can be used confidently in real-life situations.
- 8.3. RSE and health education complement several national curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching.

- 8.4. The RSE and health education curriculum will be delivered by appropriately trained members of staff.
- 8.5. The curriculum will proactively address issues in a timely way in line with current evidence on student's physical, emotional and sexual development.
- 8.6. RSE and health education will be delivered in a non-judgemental, age-appropriate, factual and inclusive way that allows students to ask questions in a safe environment.
- 8.7. Teaching of the curriculum reflects requirements set out in law, particularly in the Equality Act 2010, so that students understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- 8.8. The school will integrate LGBTQ+ content into the RSE curriculum. LGBTQ+ content will be approached in a sensitive, age-appropriate and factual way that allows students to explore gender identity and the features of stable and healthy same-sex relationships.
- 8.9. All teaching and resources are assessed by the **Personal Development Coordinator** to ensure they are appropriate for the age and maturity of students, are sensitive to their religious backgrounds and meet the needs of any SEND, if applicable.
- 8.10. Classes may be taught in gender-segregated groups dependent on the nature of the topic being delivered at the time, and the cultural background of students where it is only appropriate to discuss the body in single gender groups.
- 8.11. Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- 8.12. Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of students.
- 8.13. Students will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the school's **Online Safety Policy**, and **Acceptable Use Agreement**.
- 8.14. Teachers will establish what is appropriate for one-to-one and whole-class settings, and alter their teaching of the programmes accordingly.

- 8.15. Teachers will ensure that students' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.
- 8.16. The curriculum will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.
- 8.17. Teachers will focus heavily on the importance of marriage and healthy relationships when teaching RSE, though sensitivity will always be given as to not stigmatise students on the basis of their home circumstances.
- 8.18. Teachers will ensure lesson plans focus on challenging perceived views of students based on protected characteristics, through exploration of, and developing mutual respect for, those different to themselves.
- 8.19. In teaching the curriculum, teachers will be aware that students may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.
- 8.20. At all points of delivery of the curriculum, parents will be consulted, and their views will be valued. What will be taught and how, will be planned in conjunction with parents.
- 8.21. The procedures for assessing student progress are outlined in [section 15](#) of this policy.

## 9. Curriculum links

- 9.1. The school seeks opportunities to draw links between RSE and health education and other curriculum subjects wherever possible to enhance students' learning.
- 9.2. RSE and health education will be linked to the following subjects:
  - **Citizenship** – students are provided with the knowledge, skills and understanding to help prepare them to play a full and active part in society, including an understanding of how laws are made and upheld and how to make sensible decisions.
  - **Science** – students are taught about the main external parts of the body and changes to the human body as it grows, including puberty.
  - **ICT and computing** – students are taught about how they can keep themselves safe online and the different risks that they may face online as they get older.



- **PE** – students can develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and lead healthy, active lives.
- **PSHE** – students learn about respect and difference, values and characteristics of individuals.

## 10. Working with parents

- 10.1. The school understands that parents' role in the development of their children's understanding about relationships and health is vital.
- 10.2. The school will work closely with parents when planning and delivering the content of the school's RSE and health education curriculum.
- 10.3. When in consultation with parents, the school will provide:
  - The curriculum content, including what will be taught and when.
  - Examples of the resources the school intends to use to deliver the curriculum.
  - Information about parents' right to withdraw their child from non-statutory elements of RSE and health education.
- 10.4. Parents will be provided with frequent opportunities to understand and ask questions about the school's approach to RSE and health education.
- 10.5. The school understands that the teaching of some aspects of the curriculum may be of concern to parents.
- 10.6. If parents have concerns regarding RSE and health education, they may submit these via email to [lhs.office@tllt.org.uk](mailto:lhs.office@tllt.org.uk), or telephone the school office on 01538 225050 to arrange a meeting with the **Headteacher**.
- 10.7. Parents will be consulted on the curriculum content, through normal communication methods such as email, social media and the school website.

## 11. Working with external agencies

- 11.1. Working with external agencies can enhance our delivery of RSE and health education, and brings in specialist knowledge and different ways of engaging students.
- 11.2. External experts may be invited to assist from time-to-time with the delivery of the RSE and health education curriculum but will be expected to comply with the provisions of this policy.

- 11.3. The school will check the visitor/visiting organisation's credentials of all external agencies.
- 11.4. The school will ensure the teaching delivered by the external experts fits with the planned curriculum and provisions of this policy.
- 11.5. The school will discuss with the visitor the details of how they intend to deliver their sessions and ensure the content is age-appropriate and accessible for all students.
- 11.6. The school will request copies of the materials and lesson plans the visitor will use, to ensure it meets the full range of students' needs.
- 11.7. The school and the visitor will agree on how confidentiality will work in any lesson and that the visitor understands how safeguarding reports must be dealt with in line with the school's **Child Protection and Safeguarding Policy**.
- 11.8. The school will use visitors to enhance teaching by an appropriate member of teaching staff, not to replace teaching by those staff.

## **12. Withdrawal from lessons**

- 12.1. Parents have the right to request that their child is withdrawn from some or all of sex education delivered as part of statutory RSE.
- 12.2. Parents **do not** have a right to withdraw their child from the relationships or health elements of the programmes.
- 12.3. Requests to withdraw a child from sex education must be made **in writing** to the **Headteacher**.
- 12.4. Before granting a withdrawal request, the headteacher will discuss the request with the parents and, as appropriate, the child, to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.
- 12.5. The **Headteacher** will inform parents of the benefits of their child receiving RSE and any detrimental effects that withdrawal might have.
- 12.6. All discussions with parents will be documented. These records will be kept securely in the school office in line with the school's General Data Protection procedures.
- 12.7. Following discussions with parents, the school will respect the parents' request to withdraw their child up to and until three terms before the child turns 16. After this point, if the child wishes to receive RSE rather than be withdrawn, the school will make arrangements to provide the child with RSE.

Students who are withdrawn from RSE will receive appropriate, purposeful education during the full period of withdrawal.

- 12.8. For requests concerning the withdrawal of a student with SEND, the headteacher may take the students' specific needs into account when making their decision.

### 13. Equality and accessibility

- 13.1. The school will comply with the relevant requirements of the Equality Act 2010 and will ensure the curriculum does not discriminate against students because of their:

- Age
- Sex
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership
- Sexual orientation

- 13.2. The school will consider the backgrounds, gender, age range and needs of its students and determine whether it is necessary to put in place additional support for students with the above protected characteristics.

- 13.3. The school understands that students with SEND are entitled to learn about RSE and health education, and the curriculum will be designed to be inclusive of all students.

- 13.4. The school is aware that some students are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND – teachers will understand that they may need to liaise with the **SENCO** or **Assistant SENCO** and be more explicit and adapt their planning or work to appropriately deliver the curriculum to students with SEND.

- 13.5. Where there is a need to tailor content and teaching to meet the needs of students at different developmental stages, the school will ensure the teaching remains sensitive, age-appropriate, developmentally appropriate and is delivered with reference to the law.

- 13.6. The school will take steps to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment which challenges perceived limits on students based on their gender or any other characteristic.
- 13.7. The school will be actively aware of everyday issues such as sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture within which these are not tolerated. Any occurrences of such issues will be identified and tackled promptly.
- 13.8. The school will make clear that sexual violence and sexual harassment are not acceptable and will not be tolerated. Any reports of sexual violence or sexual harassment will be handled in accordance with the school's normal procedures.

## **14. Safeguarding and confidentiality**

- 14.1. All students will be taught about keeping themselves safe, including online, as part of a broad and balanced curriculum.
- 14.2. To meet DfE best practice advice, the **DSL** and **DDSLs** will be involved in the formulation of safeguarding-related areas of the curriculum, as the knowledge and resources may help to address safeguarding issues more appropriately and effectively.
- 14.3. When teaching issues that are particularly sensitive for students of all ages, e.g. self-harm or suicide, teachers will be made aware of the risks of inadvertently encouraging, or providing instructions to, students. Teaching of these subjects will always prioritise preventing self-harm or suicide as a central goal.
- 14.4. Confidentiality within the classroom is an important component of RSE and health education, and teachers are expected to respect the confidentiality of their students as far as is possible.
- 14.5. Teachers will, however, understand that some aspects of RSE may lead to a student raising a safeguarding concern, e.g. disclosing that they are being abused, and that if a disclosure is made, the **DSL** or a **DDSL** will be alerted immediately.
- 14.6. Students will be made aware of how to raise their concerns or make a report, and how their report will be handled – this includes the process for when they have a concern about a peer.

## **15. Assessment**

- 15.1. The school has the same high expectations of the quality of students' work in RSE and health education as for other curriculum areas.

- 15.2. Lessons are planned to provide suitable challenge to students of all abilities.
- 15.3. Teaching will be assessed and assessments are used to identify where students need extra support or intervention.
- 15.4. There are no formal examinations for RSE and health education; however, to assess student outcomes, the school will capture progress in the following ways:
  - Tests
  - Written assignments
  - Self-evaluations

## 16. Staff training

- 16.1. Training will be provided by the **Personal Development Coordinator** or appropriate outside agencies and professionals to the relevant members of staff to ensure they are up-to-date with the RSE and health education curriculum.
- 16.2. Training will also be scheduled around any updated guidance on the curriculum and any new developments, such as "sexting", which may need to be addressed in relation to the curriculum.
- 16.3. The school will ensure the relevant members of staff receive training on the Social Exclusion Report on Teenage Pregnancy, and the role of an effective RSE curriculum in reducing the number of teenage conceptions.
- 16.4. Appropriately trained staff will be able to give students information on where and how to obtain confidential advice, counselling and treatment, as well as guidance on emergency contraception and their effectiveness.

## 17. Monitoring quality

- 17.1. The **Personal Development Coordinator** is responsible for monitoring the quality of teaching and learning for the subject.
- 17.2. The **Personal Development Coordinator** will conduct regular monitoring, which will include a mixture of the following:
  - Self-evaluations
  - Lesson observations
  - Topic feedback forms

- Learning walks
  - Work scrutiny
  - Lesson planning scrutiny
- 17.3. The **Personal Development Coordinator** will create **annual** subject reports for the **Headteacher** and **Local Governing Body** to report on the quality of the subjects.
- 17.4. The **Personal Development Coordinator** will meet regularly with the **Assistant Headteacher (pastoral)**, to evaluate the effectiveness of the subjects and implement any changes.

## **18. Monitoring and review**

- 18.1. This policy will be reviewed by the **Headteacher** in conjunction with the **Personal Development Coordinator** on an **annual** basis.
- 18.2. Any changes needed to the policy, including changes to the programmes, will be implemented by the **Headteacher**.
- 18.3. Any changes to the policy will be clearly communicated to all members of staff and, where necessary, parents and students, involved in the RSE and health education curriculum.
- 18.4. The next scheduled review date for this policy is **February 2022**.

## **RE: RSE and Health Education at Leek High School**

Dear Parent/Carer,

Government guidelines outline that, from the age of 11, it is compulsory for all schools to provide an RSE and health education curriculum.

At Leek High School, we believe that it is important to provide our students with a thorough and balanced curriculum, including age-appropriate information about sex and relationships.

The details of what will be taught to the various year groups is detailed in the school's **RSE and Health Education Policy**, which can be accessed on our website at: <https://lhs.tflf.org.uk/>.

Though schools must provide RSE and health education for students from the age of 11, up until the age of 19, only aspects of the science national curriculum are compulsory for students to learn. Therefore, as parents, you are entitled to request that your child be removed from sex education lessons up to and until three terms before they turn 16-years-old. After that point, if your child wishes to receive sex education, the school will make arrangements to provide them with sex education during one of those terms.

Requests for withdrawal should be submitted in writing to your child's Year Head, who will discuss this with you and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises which they can complete under the supervision of a trainee teacher.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Mr P Evans  
Headteacher

## Appendix A PSHCE Scheme of Work for Year 9

### Our Health + Personal Safety

	<b>Learning Objectives</b>	<b>Learning activities, Differentiation + Challenge</b>	<b>New key terminology:</b>	<b>Links to lesson:</b>
	<p>Three-way challenge learning objectives for each session.</p>	<p>Starters,</p> <p>Mains Activities</p> <p>Plenaries / AFL</p> <p>Clips + Links</p>		<p>New Guidelines PSHE Association Mapping:</p>
1	<p><b>Alcohol awareness</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe some negative effects of excessive alcohol drinking.</p> <p><b>More challenging:</b> Explain how excessive alcohol drinking can damage the body.</p> <p><b>Mega challenge:</b> Analyse why people continue to</p>	<p><b>Starter (using the worksheet)</b></p> <p><b>Challenge:</b> Label the liquids on your sheet as containing alcohol or not containing alcohol.</p> <p><b>More challenging:</b> How did you make your choices? Did any of the substances surprise you?</p> <p><b>Mega challenge:</b> Is there a valid argument for the clearer labelling of alcoholic substances? Explain.</p> <p>Review starter using discussion points on PP slide 3.</p>	<p><b>Alcohol</b> – a chemical which is in certain drinks and changes how people behave.</p>	<p><b>New 2020 PSHE Association References:</b></p> <p><b>KS3 H27</b></p> <p><b>KS3 H5</b></p> <p><b>KS3 H24</b></p> <p><b>KS3 H25</b></p> <p><b>KS3 H26</b></p>



	<p>drink alcohol excessively, despite having knowledge of the risks.</p>	<p><b>Task one (clip link on PP slide 4)</b></p> <p>Students watch video clip and complete their mind map at their <b>challenge level</b>.</p> <p><b>Main task: match the drinks</b></p> <p><b>Challenge:</b> Match up the drinks that Dave and Tia can drink this week and still be within their recommended weekly limit.</p> <p><b>More challenging:</b> In your books now come up with three more scenarios of your own.</p> <p><b>Mega challenge:</b> Come up with a government slogan to encourage people to remember about unit intake.</p> <p><b>Plenary</b></p> <p>Diamond Nine: Which are the most important reasons not to drink excessively? (<b>mega challenge:</b> explain your top and bottom choices.)</p>		<p><b>KS3 H31</b></p>
<p><b>2</b></p>	<p><b>Drugs and the Law</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenging:</b> Identify correctly the penalties and fines for Class A, B and C</p>	<p><b>Starter (scenario on PP):</b></p> <p><b>Challenge:</b> Is cannabis legal in the UK? What might happen if Tara's caught smoking it?</p>	<p><b>Legalisation</b>– The process of making something legal to use.</p>	

	<p>drugs in the UK.</p> <p><b>More challenging:</b> Describe our opinions on current UK law after studying source evidence and government legislation. Describe the short and long term risks of illegal drug use.</p> <p><b>Mega challenge:</b> Explain any issues faced by current UK legislation in relation to medical evidence as well as the legal and health risks posed by illegal drug use in the UK.</p>	<p><b>More challenging:</b> What short term and long term risks is Tara taking if she smokes cannabis?</p> <p><b>Mega challenge:</b> Why is cannabis legal in some areas of the world? If something is legal, does that make it less dangerous? Explain in reference to one other drug.</p> <p>Feedback starter answers using information on PP slide 3.</p> <p><b>Task one</b></p> <p>Complete the match-up task with a partner then choose the questions at your challenge level to complete:</p> <p><b>Challenge:</b> Is there anything about the penalties and the harm table that surprises you? Describe your ideas.</p> <p><b>More challenging:</b> Alcohol is fifth on the harm table. Why is it legal? Explain your ideas as well as your own opinion on the matter.</p> <p><b>Mega challenge:</b> Does the UK drug law need a re-think? Analyse in reference to the penalties, sources and your own knowledge.</p> <p>Review (PP slide 5): How many did you get right? Correct any misconceptions.</p>	<p><b>Schizophrenia</b> – A long term mental health condition which can cause a sufferer to have frightening hallucinations.</p>	<p><b>New 2020 PSH E Association References:</b></p> <p><b>KS3 R20</b></p> <p><b>KS3 H24</b></p> <p><b>KS3 H26</b></p> <p><b>KS3 H27</b></p> <p><b>KS3 H29</b></p> <p><b>KS3 H28</b></p> <p><b>KS3 H31</b></p>
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		<p><b>Mega challenge</b> students should be prepared to refer to the legality and harm grid throughout their answer.</p> <p><b>Task two</b></p> <p>Students watch the video clips (links on PP slide 6) and complete the table at their <b>challenge level</b>.</p> <p><b>Plenary</b></p> <p>Students prepare a response to the statement for debate: 'EVERYTHING that changes how a person acts or thinks, be it caffeine, alcohol, highly sugary drinks or cigarettes should be illegal in the UK'.</p>		
<p><b>3</b> <b>/</b> <b>4</b></p>	<p><b>Vaccinations, organ and blood donation stem cells and hygiene (2 hour lesson)</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify the different responsible health choices we need to make. Describe the impact of these on others.</p> <p><b>More challenging:</b> Describe what could happen to our</p>	<p><b>Starter (using article provided)</b></p> <p><b>Challenge:</b> Read the article you were handed on your way in. Be ready to discuss your opinion on it.</p> <p><b>More challenging:</b> Explain two reasons it is important for us to ensure we keep up to date with vaccinations and also vaccinate our children when / if we have them.</p> <p><b>Mega challenge:</b> Define the terms 'responsible health choices', 'blood donation', 'stem cell research' and 'organ donation.' Referring to the article – why is it essential we study responsible health choices?</p>	<p><b>Vaccination</b> – the process of giving someone a weakened form of a disease in order to teach their body how to defend against it</p> <p><b>Organ donation</b> – the act of giving a bodily organ in order to help someone else in need of that organ. This can be done when the</p>	<p><b>New 2020 PSHE Association References:</b></p> <p><b>KS3 H6</b></p> <p><b>KS3 H5</b></p> <p><b>KS3 H19</b></p> <p><b>KS4 H19</b></p>

	<p>health if we don't look after our personal hygiene and get vaccinated. Describe how donation helps our wider community.</p> <p><b>Mega challenge:</b> Explain why having poor personal hygiene can have a major effect on our health. Explain why some people have objections to stem cell research and vaccinations.</p>	<p><b>Task one</b></p> <p>Students watch the video clip (link on PP slide 3) and complete questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet)</b></p> <p><b>Challenge:</b> Using your information sheet, answer the fans' tweets. Remember – you only have 40 characters per tweet so think carefully about the main points.</p> <p><b>More challenging:</b> Add an additional tweet with either a long or a short term consequence of what could happen if the tweeter doesn't take your advice.</p> <p><b>Mega challenge:</b> Create two tweets of your own for your friend to answer. They must give you one long and one short term consequence back.</p> <p><b>Task three</b></p> <p>Students watch the video clip (link on PP slide 5) and complete questions at their <b>challenge level</b>.</p> <p><b>Task four</b></p> <p>Using slides 6 and 7 of PP, introduce topic of blood and organ donation. Students match up terms and definitions using the tables provided.</p>	<p>donor is alive and it can also be done after the donor has passed away</p> <p><b>Stem cells</b> – cells that have not differentiated, and can generate infinite amounts of other cells which can then specialise</p> <p><b>Hygiene</b> – the name given to practices which promote good health, especially prevention of disease, often through cleanliness</p>	
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		<p>Students then read the different opinions on stem cell research and organ/blood donation at their <b>challenge level</b>.</p> <p><b>Plenary</b></p> <p><b>Challenge:</b> Create a poster either on paper or on the computers using the information you have learned today on why we should become blood and organ donors and keep up to date with our vaccinations.</p> <p><b>More challenging:</b> Explain your views on stem cell donation too. Why do people have differing views on this? How could it benefit society?</p> <p><b>Mega challenge:</b> Include two long term and two short term consequences of poor health education (you may want to refer to the anti-vacx article).</p>		
5	<p><b>Acid attacks</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe how to immediately treat an acid attack victim and explain why these attacks are on the increase.</p>	<p><b>Starter (scenario on slide 1 of PP)</b></p> <p><b>Challenge:</b> What has happened to Zara? How could she be immediately helped?</p> <p><b>More challenging:</b> How do people acquire acid and why is it so dangerous?</p> <p><b>Mega challenge:</b> Explain why you think such attacks are on the increase.</p>	<p><b>Sulphuric Acid</b> – An acid with many useful purposes, used as part of fertiliser for crops and in car batteries.</p> <p><b>Vitriol Attack</b> – another name for an acid attack, where the purpose is usually</p>	<p><b>New 2020 PSHE Association References:</b></p> <p><b>KS3 H30</b></p> <p><b>KS3 H31</b></p> <p><b>KS3 H33</b></p>

	<p><b>More challenging:</b> Explain why it is difficult to criminalise the sale of acids and why acids are such dangerous substances.</p> <p><b>Mega challenge:</b> Explain, using all today's new key terminology in the correct context, how an attack can steal the identity of the victim and ruin the life of the perpetrator too.</p>	<p>Students feedback their answers and watch the clip with discussion questions on slide 2.</p> <p><b>Task one</b></p> <p>Students read the information sheet and discuss the question on slide 5 of PP.</p> <p><b>Task two</b></p> <p>Students watch the video clip (link on PP slide 6) and answer the questions at their <b>challenge level</b>.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> Using the information sheet and clip answers, create an eye-catching display to inform students all about acid attacks. You must include info on what to do if you witness an attack and why they are on the increase.</p> <p><b>More Challenging:</b> As above but also explaining why it is difficult to criminalize and monitor the sale of acids. Explain what acid does to skin.</p> <p><b>Mega Challenge:</b> As More Challenging but using all today's new key terminology in the correct context and explaining how an attack can ruin the lives of both the victim and the perpetrator.</p>	<p>to humiliate the victim through their changed appearance.</p> <p><b>Gender Crime</b> – a crime where statistically the victims are a particular gender.</p>	
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		<p><b>Plenary</b></p> <p>Students prepare a response to the debate statement: “In order to deal effectively with the rise in acid attacks, the most important thing we need to do is get more police officers on the street.”</p>		
6	<p><b>Self-Harm</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify cases of self-harm, dermatillomania, anxiety and depression.</p> <p><b>More challenging:</b> Describe the characteristics of the above and how we can help support the different conditions.</p> <p><b>Mega challenge:</b> Explain the difference between self-harm and dermatillomania and how we should support sufferers of either condition.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What has Gabby done to her arm? How might she have done it?</p> <p><b>More challenging:</b> Why has Gabby inflicted an injury on herself? Why would someone do this on purpose?</p> <p><b>Mega challenge:</b> How might Gabby have felt before, during and after this act of self-harm? Be prepared to share your ideas.</p> <p><b>Task one</b></p> <p>Students watch the video clip (link on PP slide 3) and complete questions at their <b>challenge level</b>. They then read the information sheet and watch the clip on PP slide 4.</p> <p><b>Task two (using information on PP slide 5)</b></p> <p><b>Challenge:</b> Using the info from the clips and your reading sheets, answer each message saying what you think the problem is and one way the sufferer could be treated. Write</p>	<p><b>Self-harm</b> - deliberate injury to oneself, typically due to an overwhelming negative mental state.</p> <p><b>Dermatillomania</b> – a psychological condition where people pick, scratch or harm themselves, not to feel pain but because of an addictive urge to do this.</p>	<p><b>New 2020 PSHE Association References:</b></p> <p><b>KS3 H11</b></p> <p><b>KS3 H3</b></p> <p><b>KS3 H5</b></p> <p><b>KS3 H7</b></p> <p><b>KS3 H8</b></p> <p><b>KS3 H10</b></p> <p><b>KS3 H12</b></p>

	<p>in paragraphs.</p> <p><i>More challenging:</i> Explain to each person the main symptoms of their condition, why it is they do it and two ways they could be treated.</p> <p><i>Mega challenge:</i> After completing the 'more challenging', create two more messages for a partner to answer.</p> <p><b>Plenary</b></p> <p><i>Challenge:</i> Correctly complete the card sort – your teacher will check it. Some may fit on both sides, so can go in the middle.</p> <p><i>More challenging:</i> Add three more facts you've learned today to the card sort table.</p> <p><i>Mega challenge:</i> Explain using less than 30 words the difference between self-harm and dermatillomania.</p>			
	<p><b>Assessment</b> Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>		



## Healthy Relationships with Others and Ourselves

	<b>Learning Objectives</b>	<b>Learning activities, Differentiation + Challenge</b>	<b>New key terminology:</b>	<b>Links to lesson:</b>
	<p>Three-way challenge learning objectives for each session.</p>	<p>Starters,</p> <p>Mains Activities</p> <p>Plenaries / AFL</p> <p>Clips + Links</p>		<p>New Guidelines PSHE Association Mapping:</p>
1	<p><b>Eating Disorders</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b></p> <p>Correctly identify different eating disorders and their symptoms</p> <p><b>More challenging:</b> Describe possible ways for us to retain good mental and physical health to help prevent eating disorders developing</p> <p><b>Mega challenge:</b> Explain</p>	<p><b>Starter (table on PP)</b></p> <p><b>Challenge:</b> Match up these eating disorders to their definitions. How much do you already know?</p> <p><b>More challenging:</b> What is the link between mental health and eating disorders?</p> <p><b>Mega challenge:</b> Why might a person with good mental health be less likely to suffer from an eating disorder?</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and complete their mind map at their <b>challenge level</b>.</p>	<p><b>Mental Health</b> – like physical health, a measure of how well a person is, just in their mind instead of their body</p> <p>Eating disorder – a type of illness which affects a person's eating habits in an unhealthy way.</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 H11</b></p> <p><b>KS3 H12</b></p> <p><b>KS3 H5</b></p> <p><b>KS3 H3</b></p> <p><b>KS3 H10</b></p> <p><b>KS3 H8</b></p> <p><b>KS3 H17 / H18</b></p>

	<p>how keeping good mental health could help prevent eating disorders and how eating disorders can be treated.</p>	<p><b>Main task: create a noticeboard</b></p> <p><b>Challenge:</b> Describe three symptoms of each disorder and one way the disorder could be treated.</p> <p><b>More challenging:</b> As above, but also describing how ways managing our physical and mental health could help to treat these disorders.</p> <p><b>Mega challenge:</b> Explain which mental health symptoms might be found with each disorder and how mental health symptoms should be treated too (look back in your book) in order to help prevent eating disorders.</p> <p><b>Plenary</b></p> <p>Students play 'Just A Minute', talking about what they have learned this lesson.</p>		
2	<p><b>Body Image</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify body image issues which affect males and females and explain why we shouldn't worry about how bodies are presented</p>	<p><b>Starter (images on PP):</b></p> <p><b>Challenge:</b> You work for a perfume company. These are the two models you can use to advertise your new perfume. Identify five before and after differences.</p> <p><b>More challenging:</b> Which of their two pictures are you going to use for your advert? Why?</p> <p><b>Mega challenge:</b> Analyse why you may have been asked</p>	<p><b>Body image–</b> somebody's own impression of how his or her body looks.</p> <p><b>Mental health –</b> like physical health, a measure of how well a person is, just in their mind instead of their</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 H3</b></p> <p><b>KS3 H5</b></p> <p><b>KS3 L24</b></p> <p><b>KS3 L22</b></p>

	<p>in the media</p> <p><b>More challenging:</b> Explain how media images are often unattainable and whether or not the situation is getting better or worse.</p> <p><b>Mega challenge:</b> Explain using precise source examples how media images are often unattainable, whether or not the situation is getting better or worse and evaluate whether there is more pressure on males or females.</p>	<p>to do this task as our starter today.</p> <p><b>Task one</b></p> <p>Students watch the video clip and complete the table. Students answer questions at their <b>challenge level</b>.</p> <p><b>Task two</b></p> <p>Students read the information sources independently.</p> <p><b>Challenge:</b> Using information from your sources, create a leaflet aimed at Year 7s, telling them about why they may have worries about body image, how this is normal and why they shouldn't be worried by media images.</p> <p><b>Mega challenge:</b> Construct a detailed and informative leaflet for Year 7s, explaining how the media creates an incorrect and unattainable image and analyse whether, according to the sources, this is likely to change any time soon. Link body image to other mental health issues.</p> <p><b>Mega challenge:</b> Construct a detailed and informative leaflet for Year 7s, explaining how the media creates an incorrect and unattainable image, analysing whether, according to the sources, this is likely to change any time soon. Evaluate whether the current pressures are worse for girls or boys, linking to mental health issues.</p>	<p>body.</p>	<p><b>KS3 R44</b></p> <p><b>KS3 H5</b></p>
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		<p><b>Plenary</b></p> <p>Draw a body outline -</p> <p>It doesn't have to be perfect!</p> <p>Pick three areas either males or females worry about.</p> <p>Next to these either:</p> <ol style="list-style-type: none"> <li>1. Explain how the media photoshops these areas.</li> <li>2. Explain why we shouldn't worry about them, so long as we are healthy.</li> </ol>		
3	<p><b>Child Sexual Exploitation</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the warning signs of CSE and what we can do if we suspect a case of CSE.</p> <p><b>More challenging:</b> Describe three most important red flags for both online and offline safety which suggest cases of CSE.</p>	<p><b>Starter (scenario on PP):</b></p> <p><b>Challenge:</b> Would a real modelling agency ask a 15 year old to send pictures from her phone? What do you think?</p> <p><b>More challenging:</b> Why do you think Eva's friend is worried?</p> <p><b>Mega challenge:</b> How could Eva's friend make sure Eva was safe whilst not putting herself in any danger? Explain.</p> <p><b>Task one</b></p> <p>Students read the information sheets as a class (popcorn reading).</p> <p><b>Task two</b></p> <p>Students watch the video clip (link on PP slide 4) and</p>	<p><b>Child Sexual Exploitation</b> - sexual abuse of under 18s through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics of life, and/or money. Sexual exploitation includes involving under 18s in creating pornography and sexually explicit websites too.</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 R37</b></p> <p><b>KS3 R30</b></p> <p><b>KS3 R27</b></p> <p><b>KS3 R2</b></p> <p><b>KS3 R17</b></p> <p><b>KS3 R24</b></p> <p><b>KS3 R26</b></p>

	<p><b>Mega challenge:</b> Explain the manipulation techniques used by abusers and why we should leave investigation to the authorities.</p>	<p>complete questions at their <b>challenge level</b>.</p> <p><b>Task three</b></p> <p>Students read the keeping safe guide.</p> <p><b>Challenge:</b> What do you think the three most important points are for 1) staying safe out and about and 2) staying safe online?</p> <p><b>More challenging:</b> After picking your three most important points for each side, explain why you think these are the most important.</p> <p><b>Mega challenge:</b> Analyse – is there anything either of these checklists is missing? Explain what else could be included and why you think this would be a good idea.</p> <p><b>Task four</b></p> <p>Return to the starter scenario.</p> <p><b>Challenge:</b> Note down three more alarm bells (red flag warnings) from Eva’s story. Who needs to be alerted now do you think?</p> <p><b>More challenging:</b> What questions should you be asking Eva about her planned visit – should you let her know you are going to tell someone? Explain your ideas.</p>		<p><b>KS3 R30</b></p> <p><b>KS3 L20</b></p>
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		<p><b>Mega challenge:</b> 'It is so important to leave cases like this to the police – you have been an excellent friend by reporting the case.' Assess the validity of this statement, explaining the dangers you have avoided by following Eva yourself.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
4	<p><b>Abusive Relationships</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify 'red flags' that someone may be in an abusive relationship.</p> <p><b>More challenging:</b> Describe how a person in an abusive relationship could receive help and the services they can access.</p> <p><b>Mega challenge:</b> Explain why a person may stay in an abusive relationship,</p>	<p><b>Starter (scenario on slide 1 of PP):</b></p> <p><b>Challenge:</b> Does this relationship sound healthy? Why, why not?</p> <p><b>More challenging:</b> Write down three things Gaz does that make the relationship sound unhealthy.</p> <p><b>Mega challenge:</b> Sarah doesn't think she's in an abusive relationship. Why doesn't Sarah think this?</p> <p>Students feedback their answers and watch the clip with discussion questions on slide 2.</p> <p><b>Task one</b></p> <p>Students read the case studies.</p> <p><b>Challenge:</b> Colour code or key the statements in the</p>	<p><b>Abusive relationship –</b> a relationship where one person is abusive or controlling of the other. This could be verbally, physically or emotionally.</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 R37</b></p> <p><b>KS3 R2</b></p> <p><b>KS3 R10</b></p> <p><b>KS3 R38</b></p> <p><b>KS3 R31</b></p>

	<p>even when it is making them feel bad and they know it is abusive.</p>	<p>correct columns depending on whether you think they are indicators of a healthy relationship or 'red flags' (indicators of an abusive relationship)</p> <p>More challenging: Explain your choice for each one.</p> <p>Mega challenge: Explain in your books whether the abuse in each case is verbal, physical or emotional and why you think this.</p> <p><b>Task two</b></p> <p>Students review their answers:</p> <p>Challenge: Which one of these people do you feel is in the most immediate danger? Why?</p> <p>More challenging: What do you think could happen to this individual if they don't get out of the relationship? Be prepared to feedback your answers to the class.</p> <p>Mega challenge: Which do you think is worse, emotional, physical or verbal abuse? Or are they all just as bad? Analyse.</p> <p><b>Task three (statements on PP slide 5)</b></p> <p>Challenge: Which of these thoughts are actually good reasons for not seeking help? Clue: there may not be any.</p>		
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		<p><i>More challenging:</i> How could you counteract each reason (say something to change their mind about not getting help).</p> <p><i>Mega challenge:</i> Your friend has been seriously injured by their abuser. They are in grave danger. Now what should you do?</p> <p><b>Plenary</b></p> <p><i>Challenge:</i> Using the information you have learned today, create an advice and awareness leaflet from one of the charities or organisations on your list about how to spot abusive relationships.</p> <p><i>More challenging:</i> Explain clearly where victims can get help and the difference between a healthy and abusive relationship in your leaflet.</p> <p><i>Mega challenge:</i> In your leaflet, explain why some people stay in abusive relationships and what impact that can end up having in the long term.</p>		
5	<p><b>Peer Pressure</b></p> <p><b>Learning Outcomes:</b></p> <p><i>Challenge:</i> Identify strategies to resist peer pressure and reasons this</p>	<p><b>Starter (scenario on PP)</b></p> <p><i>Challenge:</i> What could the consequences be of what Emma just did? What does Peer Pressure mean?</p> <p><i>More challenging:</i> Why did Emma do this, even though she</p>	<p><b>Peer Pressure</b> - direct influence on people by peers, to follow by changing their attitudes, values, or behaviours to</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 H25</b></p>



	<p>can be so difficult.</p> <p><b>More challenging:</b> Describe the best ways particular case studies can resist peer pressure and the meaning of herd mentality.</p> <p><b>Mega challenge:</b> Explain the difference herd mentality, herd behaviour and peer pressure and analyse which strategies will work best in which case.</p>	<p>didn't want to? Explain.</p> <p><b>Mega challenge:</b> Emma is usually a good student, yet she has taken a really stupid risk. Analyse how powerful peer pressure can be.</p> <p><b>Task one</b></p> <p>Students watch the video clip (link on PP slide 3) and complete questions at their <b>challenge level</b>.</p> <p><b>Task two</b></p> <p>In pairs, students read the case studies, then complete one of the spaces on the sheet, giving their advice. They pass on their case study and do the same for the new one they have received.</p> <p><b>Task three</b></p> <p>Students read the source extract as a class.</p> <p><b>Challenge:</b> Challenge: In pairs identify five reasons why peer pressure is so hard to resist according to the article. Underline the reasons on the sheet and then describe them in your own words in your books.</p> <p><b>More challenging:</b> Explain why good students often cave in to peer pressure, using quotes from the article explained in</p>	<p>conform to those of the influencing group.</p>	<p><b>KS3 H27</b></p> <p><b>KS3 H24</b></p> <p><b>KS3 H30</b></p> <p><b>KS3 R42</b></p> <p><b>KS3 R43</b></p> <p><b>KS3 R44</b></p>
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		<p>your own words.</p> <p><b>Mega challenge:</b> Explain the difference between herd mentality, herd behaviour and peer pressure. Which of the strategies we've learned about would help us most in each case? Analyse.</p> <p><b>Plenary</b></p> <p>Write down the three best strategies you've learned today for coping with peer pressure. Number them in order of how well you think they'll work for you.</p>		
6	<p><b>British Community, Religion and Culture</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe the successes of a contemporary celebrity who is both loyal to their religion and loyal to British values.</p> <p><b>More challenging:</b> Explain how being loyal to both your religion and British values is achieved.</p> <p><b>Mega challenge:</b> Analyse</p>	<p><b>Starter (clip link on PP slide 2)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Main task</b></p> <p>Students choose a religious person from the information sheets and create a piece of display work. The display work must address the points mentioned for the appropriate <b>challenge level.</b></p> <p><b>Plenary</b></p> <p>Students present their work to the class.</p>	<p><b>British values –</b> The name given to the values that characterise British society, namely: democracy; rule of law; individual liberty; mutual tolerance.</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 R40</b></p> <p><b>KS3 R39</b></p>

	<p>what issues different people may have to overcome to remain loyal to their religion and British values and explain how they manage to do this.</p>			
<p><b>7</b></p>	<p><b>British Values: Identity</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today.</p> <p><b>More challenging:</b> Explore and explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form Britain today.</p> <p><b>Mega challenge:</b> Research and analyse our multiple</p>	<p><b>Starter</b></p> <p>With a partner, write down three of the different ethnic groups that have settled and contributed to Britain over the past thousand years.</p> <p>What were they best known for? What have they contributed? Why did each group settle in Britain?</p> <p><b>Task one</b></p> <p>Students complete the family tree template, and attempt the discussion points if they know enough to do so.</p> <p>Students who have finished the template can design their own coat of arms (see PP slide 4).</p> <p><b>Plenary</b></p> <p>Students watch the clip (link on PP slide 5) and answer the question at their <b>challenge level</b>.</p>	<p><b>Identity:</b> The facts about a person which are important to their sense of who they are as a person. These may include things that the person had no control over, like where they were born, or things that the person has chosen, for example supporting a particular football team.</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 R40</b></p> <p><b>KS3 R39</b></p>

	personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today.			
<b>8</b>	<p><b>The LGBTQAI+ Community</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the different LGBTQAI identities and what the community want us know about these.</p> <p><b>More challenging:</b> Describe the difference between these identities and use the new terms articulately and in the correct context.</p> <p><b>Mega challenge:</b> Explain the problems of gender stereotyping and why you can't always tell people's genders just by looking at them.</p>	<p><b>Starter</b></p> <p><b>Challenge:</b> What does this flag stand for? Who might use it?</p> <p><b>More challenging:</b> Why has this particular community chosen a rainbow as their flag? Explain.</p> <p><b>Mega challenge:</b> What do the letters in LGBTQAI+ stand for? Explain what the term 'gender issues' might mean.</p> <p><b>Task one</b></p> <p>Students watch the video clip (link on PP slide 3) and answer questions at their <b>challenge level</b>.</p> <p><b>Task two</b></p> <p>Students read the information sheet as a class, then:</p> <p><b>Challenge:</b> Using the info from the clips and your reading sheets, answer each message giving advice to help the teenagers.</p> <p><b>More challenging:</b> Explain to each person how they can</p>	<p><b>LGBTQAI</b> – Lesbian, Gay, Trans, Queer/Questioning, Asexual, Inter-sex community.</p> <p><b>Cis-gender</b> – what most people usually are. People who are content with the biological sex they were born with. These people can still be gay or straight or bi.</p>	<p><b>New PSHE Association Guidelines:</b></p> <p><b>KS3 R40</b></p> <p><b>KS3 R41</b></p> <p><b>KS3 R38</b></p> <p><b>KS3 R3</b></p> <p><b>KS3 R4</b></p> <p><b>KS3 R5</b></p> <p><b>KS3 R11</b></p>

		<p>help the people in question to feel better about themselves, using the new terms in context.</p> <p><b>Mega Challenging:</b> After completing the 'mega challenge', create three more emails for a partner to answer.</p> <p><b>Plenary</b></p> <p><b>Challenge:</b> Create a one minute role play with a partner about a non-binary or trans person telling their friend about their identity.</p> <p><b>More challenging:</b> As above but you must include the terms; cis-gender, transvestism and LGBTQAI.</p> <p><b>Mega challenge:</b> You must also explain to your friend the problems that come with gender stereotyping.</p>			
	<p><b>Assessment –</b> Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>			

## Appendix B PSHCE Scheme of Work for Year 10

### Mental Health and Wellbeing

	<b>Learning Objectives</b>  Three-way challenge learning objectives for each session.	<b>Learning activities, Differentiation + Challenge</b>  Starters,  Mains Activities  Plenaries / AFL  Clips + Links	<b>New key terminology:</b>	<b>Links to lesson:</b>  New Guidelines PSHE Association Mapping:
1	<b>Managing tough times: change, grief and bereavement</b>  <b>Learning Outcomes:</b>  <b>Challenge:</b> Correctly identify the different stages of grief and ways we can support people who are grieving.  <b>More challenging:</b>  Describe the different stages of grief, the best	<b>Starter (scenario on PP)</b> <b>Challenge:</b> What do we call the experience that Casey is having?  <b>More challenging:</b> How could Casey's friends support him during this incredibly tough time?  <b>Mega challenge:</b> Casey will always miss his sister, but will he always feel this way? Explain your thoughts.  <b>Task one (clip link on PP slide 3)</b>  Students watch video clip and answer the questions at their <b>challenge level.</b>	<b>Bereavement</b> - the experience of losing a loved one through their death.  <b>Grief</b> - the feelings you experience after the death of a loved one or the loss of something which you deeply valued.	<b>New PSHE Association mapping:</b>  <b>KS4 H2</b>  <b>KS4 H5</b>  <b>KS4 H6</b>  <b>KS4 H7</b>  <b>KS4 H8</b>  <b>KS4 H10</b>

	<p>ways to support grieving people and what a person may experience during the different stages.</p> <p><b>Mega challenge:</b> Explain in scientific terms what happens to a person's mind during the grieving process and why particular activities may be helpful.</p>	<p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p>Grief manifests itself in seven stages. We will now all have a go at matching those stages to the ways people express them on your match-up task sheet.</p> <p><b>More challenging:</b> Give a real life example of something a person might do or say in each of these stages. Be prepared to share your ideas with the class.</p> <p><b>Task four</b></p> <p><b>Challenge:</b> Using your information sheets and clip notes, write a three paragraph message to Casey, identifying where he is on the grief stages, what will come next and what you can do to support him as well as where he could turn for help.</p> <p><b>More challenging:</b> Your message must be detailed, describing the stages of grief, what Casey is likely to experience, the best ways you can support him and the most suitable agency Casey could turn to for further help.</p> <p><b>Mega challenge:</b> As above but explaining using new key terminology what happens to a person's mind during the</p>	<p><b>KS4 R11</b></p> <p><b>KS4 R12</b></p> <p><b>KS4 R13</b></p> <p><b>KS4 R17</b></p>
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		<p>grieving process and why particular activities may be helpful.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your challenge level.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
<b>2</b>	<p><b>Suicide</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify warning signs from those who may intend on suicide, describe ways we can support those with depression.</p> <p><b>More challenging:</b> Describe the factors that contribute towards some people committing suicide, the biggest risk factors and what we can do to aid prevention.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Should Rhys' friends be worried about him? Why?</p> <p><b>More challenging:</b> Explain why Rhys might not have talked to his friends about the split with his girlfriend. Does this suggest anything else?</p> <p><b>Mega challenge:</b> How does this starter link with today's lesson question?</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p>	<p><b>Suicide</b> - the act or an instance of taking one's own life voluntarily and intentionally.</p> <p><b>Depression</b> – a mental health condition with symptoms of feelings of severe sadness, emptiness or hopelessness.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H6</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H8</b></p> <p><b>KS4 H9</b></p> <p><b>KS4 H10</b></p>



	<p><b>Mega challenging:</b> Explain why people commit suicide, why people find it difficult to communicate their thoughts and the best ways to offer support.</p>	<p><b>Task three (using chart provided)</b></p> <p><b>Challenge:</b> What is the most + least common reason for suicide in the US?</p> <p><b>More challenging:</b> Is there anything about this graph that surprises you? Why / why not? Explain in two paragraphs.</p> <p><b>Mega challenge:</b> 'Disclosed intent' means the people had already told someone they were going to do this – but what might the reasons they gave have been? 1. Analyse what other causes might contribute. 2. Analyse why even after a disclosure had been made, these people couldn't be or weren't stopped. Explain your ideas in three paragraphs.</p> <p><b>Task four</b></p> <p>Using the information in your hand-out, clips and graph, create a noticeboard with the aim of raising awareness of the issue of suicide for Dr Smith's Mental Health Surgery. Ensure you complete your <b>challenge level</b> task.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		<p><b>KS4 H13</b></p> <p><b>KS4 H14</b></p> <p><b>KS4 R11</b></p> <p><b>KS4 R12</b></p> <p><b>KS4 R13</b></p> <p><b>KS4 R17</b></p>
3	<p><b>Managing social anxiety</b></p>	<p><b>Starter (scenario on PP):</b></p>	<p><b>Social anxiety</b> - an anxiety disorder in</p>	<p><b>New PSHE Association</b></p>

	<p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify what causes people to have social anxiety and the physical symptoms of the condition</p> <p><b>More challenging:</b> Describe the different treatments available to people with social anxiety</p> <p><b>Mega challenge:</b> Explain how social anxiety is caused by chemicals in the body and reactions in the mind</p>	<p><b>Challenge:</b> If Kim is free, why isn't she going?</p> <p><b>More challenging:</b> Explain what might we mean by the term 'social anxiety'?</p> <p><b>Mega challenge:</b> Hypothesise the difference between anxiety and social anxiety.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>You have just got a new job working for a social anxiety charity helpline. The phone doesn't stop ringing – social anxiety is a very common issue.</p> <p>Decide which calls you want to answer (they are coloured according to the <b>challenge levels</b>) and write down a script of how the phone calls go. We can then read out some of the scripts in pairs later.</p> <p>Make sure you give the caller as much detail as possible!</p> <p><b>Task three</b></p> <p>So why is social anxiety on the increase? Complete the table with your partner. Be prepared to discuss with the</p>	<p>which a person has an excessive fear of social situations.</p> <p><b>Anxiety</b> - a feeling of worry, nervousness, or unease about something with an uncertain outcome.</p>	<p><b>mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H8</b></p> <p><b>KS4 H9</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 H14</b></p>
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		<p>class.</p> <p><b>Plenary</b></p> <p>Explain which of today's learning outcomes you think you've met today and from which task.</p>		
4	<p><b>Social media and self-esteem</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the ways people contrive online personas and the effects this can have on both our self-esteem and that of others.</p> <p><b>More challenging:</b> Explain why people create online personas, the meaning of imposter syndrome and how people can get addicted to social media.</p> <p><b>Mega challenge:</b> Explain, using today's key terminology in the correct</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What impression does Keira's profile give about her life? Identify three things.</p> <p><b>More challenging:</b> Why do you think this?</p> <p><b>Mega challenge:</b> Define the terms brand, online persona and self-esteem. How might these words relate to today's lesson?</p> <p>(Review using PP slide 3)</p> <p><b>Task one</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task two (clip link on PP slide 5)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p>	<p><b>Online persona</b> – The image you portray of yourself online. This could be entirely contrived and different to your real self.</p> <p><b>Brand</b> – usually applied to products, celebrities and others online are now applying this term to their own identity, to help promote themselves.</p> <p><b>Self-Esteem</b> - confidence in one's own worth or abilities, how you feel about</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H8</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 H12</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R9</b></p>

	<p>context, why people feel the need to create online 'brands' of themselves as well as the risks addiction to social media poses to our mental health.</p>	<p><b>Main task: Literacy/IT Focus</b></p> <p><b><u>Task Three – option one - help Keira!</u></b></p> <p>Keira spends five hours a day on social media. She is constantly comparing herself to the Kardashians and other online divas. However, Keira's life, as we know, is highly embellished. Her self-esteem is low.</p> <p>Using your info sheets, your clip answers and key terms from today, create a detailed message to Keira putting her problems in perspective and helping her re-build her self-esteem.</p> <p><b><u>Task Three – option two – web design!</u></b></p> <p>Create a webpage for young teens to help boost their self-esteem, by relating how online personas are carefully contrived and often not reflective of real lives (you can use the computers if available, or design on paper and create as homework).</p> <p><b>Plenary</b></p> <p>“Social media does more good than bad for our self-esteem.”</p> <p>To what extent do you agree with this statement?</p>	<p>yourself, which can be affected by comparisons with others.</p>	<p><b>KS4 R14</b></p> <p><b>KS4 R28</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R36</b></p> <p><b>KS4 L23</b></p> <p><b>KS4 L24</b></p> <p><b>KS4 L27</b></p>
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5	<p><b>Screen time</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the consequences of too much screen time and the ways this can impact upon our mental and physical health.</p> <p><b>More challenging:</b> Describe in detail the consequences of having too much screen time, how this affects the brain and positive alternatives for recreation.</p> <p><b>Mega challenge:</b> Explain, using today's key terminology in the correct context, why too much screen time can damage our brains and whether screen time can have positive effects if enjoyed in</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Identify three reasons why this might not be a good idea.</p> <p><b>More challenging:</b> Describe what the possible consequences of Ben's regular late night gaming sessions could be.</p> <p><b>Mega challenge:</b> Define the term 'screen time' + explain why you think it is important for us to learn about the consequences of having too much.</p> <p><b>Task one</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task two (clip link on PP slide 4)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Main task (Literacy / IT Focus)</b></p> <p><b>Task Three – option one - help Ben!</b></p> <p>Ben spends six hours a day on his computer, gaming, as we have seen.</p>	<p><b>Screen time</b> – The amount of time spent in front of an electronic screen, this could be a phone, a laptop or a TV for example.</p> <p><b>Electronic Screen Syndrome (ESS)</b> – a term used to describe health issues related to excessive screen time.</p> <p><b>Melatonin</b> – a chemical released by the brain to help us sleep.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H8</b></p> <p><b>KS4 H9</b></p> <p><b>KS4 H11</b></p> <p><b>KS4 H12</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 H14</b></p> <p><b>KS4 R9</b></p>

	<p>moderation.</p>	<p>Using your info sheets, your clip answers and key terms from today, create a detailed message to Ben explaining why it would be a good idea for him to begin to cut down on his screen time.</p> <p><b><u>Task Three – option two – web design!</u></b></p> <p>Create a webpage for young teens giving reasons why they should think about cutting down on screen time. You must give positive recreational alternatives and explain the long term health implications of too much screen time (you can use the computers if available, or design on paper and create as homework).</p> <p><b>Plenary</b></p> <p>“Students who regularly exceed 6 hours of screen time per day are harming their brain and social development.”</p> <p>To what extent do you agree with this statement?</p>		
	<p><b>Assessment</b> – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom’s Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>		

literacy.	
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## Living Responsibly

	<b>Learning Objectives</b>	<b>Learning activities, Differentiation + Challenge</b>	<b>New key terminology:</b>	<b>Links to lesson:</b>
	<p>Three-way challenge learning objectives for each session.</p>	<p>Starters,</p> <p>Mains Activities</p> <p>Plenaries / AFL</p> <p>Clips + Links</p>		<p>New Guidelines PSHE Association Mapping:</p>
1	<p><b>Managing time effectively</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify ways we can manage our time effectively and sustainably through revision season.</p> <p><b>More challenging:</b> Describe the main reasons why some people don't manage their</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Which of these students is managing their time most effectively? Explain your reasoning.</p> <p><b>More challenging:</b> What's better when it comes to revision effectiveness; quantity or quality? Explain.</p> <p><b>Mega challenge:</b> What do we mean by active or passive revision? Which of these students' routines is sustainable in the long term? Explain.</p>	<p><b>Procrastinating</b> - Putting things off, delaying or postponing something we need to do.</p> <p><b>Active revision</b> – creating revision materials, testing ourselves, making mind maps, doing</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H1</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H11</b></p> <p><b>KS4 H12</b></p>

	<p>time effectively – how we can avoid doing this and create our own effective time management plan for one day.</p> <p><b>Mega challenging:</b> Create our own sustainable effective time management plan for one day. Explain ways we can use our time for active rather than passive revision.</p>	<p><b>Task one (clip link on PP slide 4)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class. Then answer:</p> <p><b>Challenge:</b> Describe a time you have procrastinated recently. What could you do in future to avoid wasting time like this again?</p> <p><b>More challenging:</b> Describe when, how and what sort of healthy food and exercise a busy student should try and fit into an average day.</p> <p><b>Mega challenge:</b> Explain why we must know our limits, what could happen if we don't and why good quality sleep is essential.</p> <p><b>Plenary</b></p> <p>You are now going to have a go at creating your own timetable like Eva's, using everything you have learned about today.</p> <p>Remember – this is just an example of what you can get done in one day. You will need to include revision in your</p>	<p>practice papers – actively learning and relearning.</p> <p><b>Passive revision -</b> Watching documentaries, reading without testing, listening to someone speak about a subject.</p> <p><b>Time management -</b> The idea of having control over how we best use our time, making decisions in advance to use our time most effectively.</p>	<p><b>KS4 L1</b></p> <p><b>KS4 L2</b></p>
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		schedule almost every day – so you need a plan that is sustainable and contains breaks and treats or you may not follow it through.		
2	<p><b>Living sustainably</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify the problems caused to our planet by our excessive carbon emissions and what we can do to reduce our carbon footprint.</p> <p><b>More challenging:</b> Describe in detail the changes we can make on a personal level, but also how we can put pressure on governments and corporations to take action.</p> <p><b>Mega challenge:</b> Explain, using today's key terminology in the correct context, why we all need to start taking our carbon</p>	<p><b>Starter (scenario on PP):</b></p> <p><b>Challenge:</b> What is a carbon footprint?</p> <p><b>More challenging:</b> What is Darrelle doing that has made her friend say this do you think?</p> <p><b>Mega challenge:</b> Explain why we all need to consider our carbon footprint and three environmental issues our planet is now facing.</p> <p><b>Task two</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task three (video clip link on PP slide 4)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level.</b></p> <p><b>Task four</b></p> <p><b>Challenge:</b> With a partner, identify five things you do in your everyday life which are adding to your carbon footprint.</p> <p><b>More challenging:</b> Describe three things you could do to</p>	<p><b>Carbon Footprint</b> - the amount of carbon dioxide released into the atmosphere as a result of the activities of a particular individual, organization, or community.</p> <p><b>Sustainability</b> – The avoidance of the depletion of natural resources in order to maintain an ecological balance in our global environment.</p> <p><b>Climate Change</b> – When the temperature of the world around us changes, including</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H11</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 L17</b></p> <p><b>KS4 L18</b></p> <p><b>KS4 L25</b></p>

	<p>footprints seriously and evaluate whether our individual actions are pointless compared the changes corporations and governments could make.</p>	<p>lesson your individual carbon footprint.</p> <p><b>Mega challenge:</b> Are we focusing on the big picture here? Who really needs to take action? How could we help to make that happen on a larger scale?</p> <p>Review class ideas using mind map (PP slide 6).</p> <p><b>Plenary</b></p> <p>“The best way we can reduce our carbon footprints is to put pressure on large corporations to reduce their carbon emissions. What we personally do is pointless compared to this.”</p> <p>To what extent do you agree with this statement?</p>	<p>the temperature of the sea.</p>	
<p><b>3</b></p>	<p><b>Homelessness</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify causes of people becoming rough sleepers or homeless. Describe ways we can help people who become homeless.</p> <p><b>More challenging:</b> Describe in detail the most</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Why can't Kelly just get another job? Identify possible reasons.</p> <p><b>More challenging:</b> Explain the different ways being homeless would impact on Kelly in 1) the short term and 2) the long term.</p> <p><b>Mega challenge:</b> Is being homeless the same as sleeping rough? Explain your ideas articulately and in full with examples.</p>	<p><b>Homelessness –</b> When a person has no permanent residence of their own, and may be on the streets, sofa-surfing or in a hostel.</p> <p><b>Rough Sleeping -</b> sleeping in places which aren't designed for sleeping,</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H6</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 H19</b></p> <p><b>KS4 H20</b></p>

	<p>significant causes for homeless in Britain. Explain the long and short term effects on individuals.</p> <p><b>Mega challenge:</b> Analyse why homelessness is on the increase and what measures could be put in place to help solve the issue.</p>	<p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task three (using chart provided)</b></p> <p><b>Challenge:</b> What does this graph show us about child homelessness in the UK?</p> <p><b>More challenging:</b> Why do you think this is the trend? Explain citing examples from current economic and political affairs.</p> <p><b>Mega challenge:</b> Analyse what could be done to help reverse the trend.</p> <p><b>Main task</b></p> <p>Using the information in your hand-out, clips and graph, create a noticeboard for a Citizens Advice Bureau raising awareness of why people become homeless, what this means exactly and where they can find help. Work at your <b>challenge level.</b></p>	<p>often outside.</p>	<p><b>KS4 H21</b></p> <p><b>KS4 H23</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R12</b></p> <p><b>KS4 R34</b></p>
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		<p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
4	<p><b>Hate crime</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify whether cases are hate crimes and classify the factors behind them.</p> <p><b>More challenging:</b> Describe why cases of hate crime are reported to be on the increase and the reasons behind this.</p> <p><b>Mega challenge:</b> Explain the meaning of new key terminology and use these phrases articulately in the correct context.</p>	<p><b>Starter (images on PP)</b></p> <p><b>Challenge:</b> What can we learn from these images about British attitudes to immigrants over the past 60 years?</p> <p><b>More challenging:</b> Only one of these images was acknowledged as a 'hate crime'. Why is this? What was the difference?</p> <p><b>Mega challenge:</b> Explain what you believe makes something a 'hate crime.' What characteristics must the crime have?</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task three (using worksheet provided)</b></p> <p>Categorise the case studies into hate crimes or not hate</p>	<p><b>Hate Crime</b> - a crime motivated by racial, sexual, or other prejudice, typically one involving violence.</p> <p><b>Inciting Racial Hatred</b> – a crime under UK law, deliberately provoking hatred of a racial group.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 H23</b></p> <p><b>KS4 R3</b></p> <p><b>KS4 R5</b></p> <p><b>KS4 R6</b></p> <p><b>KS4 R28</b></p> <p><b>KS4 R34</b></p>

		<p>crimes. <b>More challenging:</b> explain your reasoning. Review: were there any that were hard to classify? Why?</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		<p><b>KS4 L28</b></p> <p><b>KS4 L29</b></p>
5	<p><b>Tattoos and piercings</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the potential problems getting tattoos and body piercings at a young age can cause.</p> <p><b>More challenging:</b> Describe the possible long term and short term consequences of body piercings and tattoos.</p> <p><b>Mega challenge:</b> Explain how small decisions made in youth can have far reaching consequences in many areas of our adult</p>	<p><b>Starter (scenario on PP slide 1)</b></p> <p><b>Challenge:</b> Is Evie's plan a good idea? What could go wrong?</p> <p><b>More challenging:</b> Why is there an age restriction for getting tattoos? Explain using Evie as an example.</p> <p><b>Mega challenge:</b> Analyse why Evie wants a tattoo. Is this a good reason? Explain the long and short term consequences of Evie's plan.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two</b></p> <p>Students read the information sheet together as a class.</p>	<p><b>Self-Expression –</b> A way of showing the world your true self, or showing how you would like people to think of you.</p> <p><b>Septicaemia / Sepsis –</b> Blood infection conditions, which can be fatal. This can happen very quickly too if not treated immediately.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H9</b></p> <p><b>KS4 H17</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R36</b></p>

	lives.	<p><b>Task three (using article provided)</b></p> <p>Students complete literacy focus task at the appropriate <b>challenge level</b>. Discuss ideas as a class.</p> <p><b>Plenary (using scenario on PP slide 6)</b></p> <p><b>Challenge:</b> Using what you've learned today, construct a two paragraph reply to Evie.</p> <p><b>More challenging:</b> Reply in detail, describing two long and two short term consequences.</p> <p><b>Mega challenge:</b> Using all today's key terminology, evaluate the level of risk associated with Evie's tattoo, focusing both the long and short term.</p>		
6	<p><b>Binge drinking</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe the effects of binge drinking on the body and both the long and short term consequences.</p> <p><b>More challenging:</b> Explain how binge drinking affects different organs in the long and short term and the best</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What do we call this type of drinking pattern? Why?</p> <p><b>More challenging:</b> Are Lara's drinking habits healthy? Why / why not?</p> <p><b>Mega challenge:</b> Why do you think Lara can never remember her nights out? What might this indicate about the effects of mass alcohol consumption?</p> <p><b>Task one</b></p>	<p><b>Binge Drinking</b> - the consumption of an excessive amount of alcohol in a short period of time.</p> <p><b>Alcohol Poisoning</b> - condition in which alcohol causes the body's functions (heart rate, breathing and gag reflex) to shut down, and when</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H9</b></p> <p><b>KS4 H10</b></p>

	<p>way we could discourage young people from binge drinking.</p> <p><b>Mega challenge:</b> Analyse why people still binge drink despite knowing the consequences and why government attempts to curb binge drinking have failed so far.</p>	<p>Students read the information sheet together as a class. Recap the effects of alcohol using PP slide 4.</p> <p><b>Task two (clip link on PP slide 5)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task three</b></p> <p>Class discussion using prompts and video clip link on PP slide 6.</p> <p><b>Task four</b></p> <p>Using today's clips and information sheet (and the laptops if available) compose a detailed and articulate response to the statement:</p> <p><i>"The best way to discourage people from binge drinking is to make alcohol more expensive, so we should put a higher tax on all alcoholic drinks."</i></p> <p>Ensure you read your task sheet carefully and complete your <b>challenge level</b> questions fully.</p> <p><b>Plenary</b></p> <p><b>Challenge:</b> Using your work from today, create a new public information advert to discourage young people from binge</p>	<p>the liver can no longer detoxify the alcohol in the body.</p>	<p><b>KS4 H11</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 H14</b></p> <p><b>KS4 H18</b></p> <p><b>KS4 H19</b></p> <p><b>KS4 R20</b></p> <p><b>KS4 H21</b></p>
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		<p>drinking.</p> <p><i>More challenging:</i> As above, explaining the effects in detail on three organs.</p> <p><i>Mega challenge:</i> As above, explaining long and short term medical and social consequences.</p>		
	<p><b>Assessment</b> – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>		



## Living in the Wider World (1)

	<b>Learning Objectives</b>  Three-way challenge learning objectives for each session.	<b>Learning activities, Differentiation + Challenge</b>  Starters, Mains Activities Plenaries / AFL Clips + Links	<b>New key terminology:</b>	<b>Links to lesson:</b>  New Guidelines PSHE Association Mapping:
1	<b>The right career for me</b>  <b>Learning Outcomes:</b>  <b>Challenge:</b> Identify how we can research careers successfully and create an action plan to find the right career to suit you.  <b>More challenging:</b> Describe in detail how you will take each step on your action plan and what you hope to achieve at each stage.	<b>Starter (scenario on PP)</b> <b>Challenge:</b> What would your dream job be, do you think?  <b>More challenging:</b> How can you be certain you would enjoy a particular career? What makes a person suitable for a job and visa versa?  <b>Mega challenge:</b> Explain why it is important we take careers sessions seriously at school and make the most of the opportunities we have to explore our options. Why might Jess have spent six years at the bank?  <b>Task one (video clip link on PP slide 3)</b>  Students watch video clip and answer the questions at their <b>challenge level.</b>	<b>Career</b> – an occupation undertaken for a significant period of a person's life and with opportunities for progress.  <b>Job</b> – a paid position of employment, not necessarily a part of or leading to a career. This could be taken up alongside training for a career.	<b>New PSHE Association mapping:</b>  <b>H1</b>  <b>L1</b>  <b>L2</b>  <b>L3</b>  <b>L4</b>  <b>L6</b>  <b>L7</b>

	<p><b>Mega challenge:</b> Explain what you will do if you discover the career you were originally planning for isn't suited to your personality and qualifications. Evaluate the most important factors to take into account when choosing a career.</p>	<p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> With a partner, mind map five ways you could begin to find a career that's right for you.</p> <p><b>More challenging:</b> Describe how you would set about doing each of these.</p> <p><b>Mega challenge:</b> What if you discover the career you thought you wanted isn't suited to your personality and qualifications? What would be your next move and why?</p> <p><b>Task four</b></p> <p><b>Challenge:</b> Using your info sheet, clip task, mind map and class ideas, create a six step action plan to start the journey of finding the right career for you.</p> <p><b>More challenging:</b> Describe what you hope to achieve from each step of the action plan.</p> <p><b>Mega challenge:</b> Explain what you will do at each point if you discover the career of your choice is not for you. How will you get back on track? (P.S expect this to happen a few times – it's not a setback, it's a step on the way).</p>	<p><b>Vocation</b> – a strong feeling of suitability for a particular career or occupation, like a 'calling'. If your career is a vocation it could be the main focus of your whole life, for example, if you became a Headteacher.</p>	<p><b>L8</b></p> <p><b>L10</b></p> <p><b>Gatsby Benchmarks (Careers):</b></p> <p><b>1, 2, 3, 4, 8</b></p>
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		<p><b>Plenary</b></p> <p>“Technology is changing all the time; we can't predict the jobs of the future. Therefore, we shouldn't worry too much about planning our careers.”</p> <p>To what extent do you agree with this statement?</p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		
2	<p><b>Employability skills: CV</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify what makes an excellent and what makes a poor CV.</p> <p><b>More challenging:</b> Describe what employers are looking for in a CV and how we can get our best qualities across on paper.</p>	<p><b>Starter</b></p> <p><b>Challenge:</b> Write down what you think is meant by the term 'curriculum vitae'.</p> <p><b>More challenging:</b> Describe three things you think an employer would look for on a CV.</p> <p><b>Mega challenge:</b> Explain two reasons why a CV may get overlooked or thrown away compared to successful candidates'.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Watch video clip and complete the table as shown on slide 3.</p>	<p><b>Curriculum Vitae –</b> literally meaning 'an account of one's life', this essential document is a potential employers first impression of you on paper, summing up your education, skills and work experience to date.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>H1</b></p> <p><b>L1</b></p> <p><b>L2</b></p> <p><b>L3</b></p> <p><b>L10</b></p> <p><b>Gatsby Benchmarks (Careers):</b></p> <p><b>1, 2, 3, 4, 8</b></p>

	<p><b>Mega challenging:</b> Explain using case studies why some CVs would be picked over others for consideration by putting yourself in the position of the employer.</p>	<p><b>Task two (using example CVs provided)</b></p> <p><b>Challenge:</b> Identify three positives and three things that could be improved to each of the CVs. Now rank them in order of how useful they are to you as an employer. Who will you invite for an interview and why?</p> <p><b>More challenging:</b> Describe three ways your successful candidate has put their qualities across well. What makes you want to employ them?</p> <p><b>Mega challenge:</b> As for mega, but also compare each of the CVs, analysing the main issues the poorer ones face to improve their CVs.</p> <p><b>Task three</b></p> <p>Students to write their own CV using guide on PP slide 5.</p> <p><b>Plenary</b></p> <p>Your friend Dave has missed today's lesson. Send Dave a text summarising the most important things he's missed about CV writing. You've only got room for three things!</p>		
3	<p><b>Careers in STEM</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Correctly</p>	<p><b>Starter (scenario on PP):</b></p> <p><b>Challenge:</b> What advice would you give to Rio?</p> <p><b>More challenging:</b> What kind of jobs could Rio end up in,</p>	<p><b>STEM</b> – Science, Technology, Engineering and Maths.</p>	<p><b>New PSHE Association mapping:</b></p>

<p>identify and describe the benefits of pursuing a career in the STEM industries.</p> <p><i>More challenging:</i> Explain the STEM industries are great for women and why you should consider more than the starting salaries when considering career options.</p> <p><i>Mega challenge:</i> Explain why more women should take up engineering, how it can be a great career for males or females. Analyse what makes a career a 'rewarding' one.</p>	<p>depending on which of his subjects he takes at college?</p> <p><i>Mega challenge:</i> Explain why Rio has lucrative and fulfilling opportunities ahead when it comes to choosing a career path.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three (using handout provided)</b></p> <p>Students to read the information on the handout and answer the questions at their <b>challenge level.</b></p> <p><b>Task four</b></p> <p><i>Challenge:</i> Create an information board to describe six benefits of a career in STEM industries, focusing on: interesting areas of day to day work, career prospects, salary and job satisfaction.</p> <p><i>More challenging:</i> As above, but focus on why more females need to pursue careers in STEM industries, using the graphs and articles to explain why STEM careers are great</p>	<p><b>Gendered Careers –</b> the out-dated idea that somehow certain professions are better suited a particular gender</p> <p><b>Foundation Subjects –</b> English, Science and Maths</p> <p><b>Engineering</b> - the branch of science and technology concerned with the design, building, and use of engines, machines, and structures.</p>	<p>L1</p> <p>L2</p> <p>L3</p> <p>L4</p> <p>L5</p> <p>L6</p> <p>L7</p> <p>L8</p> <p>L10</p> <p><b>Gatsby Benchmarks (Careers):</b></p> <p><b>1, 2, 3, 4, 8</b></p>
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		<p>for women.</p> <p><b>Mega challenge:</b> As for more challenging, but tackling misconceptions that females may have about working in STEM industries and why engineering can be a great career for any gender.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your challenge level.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
4	<p><b>Preparing for work experience</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify some basic Dos and Don'ts for your work experience placement.</p> <p><b>More challenging:</b> Describe how you can use the work experience hints and tips in your chosen place of work.</p> <p><b>Mega challenge:</b> Explain</p>	<p><b>Starter (information on PP)</b></p> <p><b>Challenge:</b> Prioritise what you hope to gain from work experience from the options below (on PP)</p> <p><b>More challenging:</b> Explain why you have picked your top and bottom choice.</p> <p><b>Mega challenge:</b> Analyse what is missing from the options – what else do you hope to achieve?</p> <p><b>Task one</b></p> <p>Students complete the table (PP slide 3, also on handout) at the appropriate <b>challenge level</b>.</p> <p><b>Task two (clip link on PP slide 4)</b></p>	<p><b>Work experience –</b> your two or one week placement at the company/business/institution of your choice which will enable you to gain real life experience in your chosen career path.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>L1</b></p> <p><b>L2</b></p> <p><b>L3</b></p> <p><b>L4</b></p> <p><b>L5</b></p> <p><b>L6</b></p> <p><b>L7</b></p>

	<p>why it is important to use common sense, not make assumptions and always be professional on work experience placements.</p>	<p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task three (using case studies provided)</b></p> <p>Students read the accounts of previous work experience students, then answer the questions at their appropriate <b>challenge level</b>.</p> <p><b>Plenary</b></p> <p>Create a script for your own 2-minute long '5 top tips V-log' (like the one you saw earlier), from everything you've learned about work experience today.</p>		<p><b>L8</b></p> <p><b>L9</b></p> <p><b>L10</b></p>
<p><b>5</b></p>	<p><b>Rights and responsibilities</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify some considerations employers make when choosing who to employ</p> <p><b>More challenging:</b> Apply legal knowledge to real life employment scenarios, clearly justifying choices made</p> <p><b>Mega challenge:</b> Question</p>	<p><b>Starter (using table on PP/handout)</b></p> <p><b>Challenge:</b> Complete your starter hand-out to show the different rights and responsibilities for both the employee and the employer. Add each statement to the correct box.</p> <p><b>More challenging:</b> Highlight rights and responsibilities that match up with each other.</p> <p><b>Mega challenge:</b> Think of four more pairs of your own.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Students watch video clip and take notes, using the guidelines on PP slide 3.</p>	<p><b>Employee</b> - the person who is hired to do a job</p> <p><b>Employer</b> - the person who hires them</p> <p><b>Right</b> - something you are entitled to by law</p> <p><b>Responsibility</b> - something you must do to protect rights</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>L1</b></p> <p><b>L2</b></p> <p><b>L3</b></p> <p><b>L8</b></p> <p><b>L10</b></p> <p><b>L13</b></p>

	<p>the law and how useful it is when considering the rights of both employers and employees</p>	<p><b>Task two (using case studies provided)</b></p> <p>In your groups, read through the job adverts and application summaries from your company secretary. For each job you must decide who you would employ and explain why. You must also explain why you did not choose the other two candidates.</p> <p><b>Challenging:</b> How did you come to your conclusions? Identify three factors you considered.</p> <p><b>More challenging:</b> Explain how you used the employment laws to reach your decisions.</p> <p><b>Mega challenge:</b> To what extent were the laws helpful/unhelpful? Analyse their usefulness to an employer and an employee and write down your findings.</p> <p><b>Plenary</b></p> <p>Explain three reasons why we have rights and responsibilities in the workplace – use an example from the cases you have investigated today to help illustrate your answer.</p>		<p><b>L15</b></p> <p><b>Gatsby Benchmarks (Careers):</b></p> <p><b>1, 2, 3, 4, 8</b></p>
6	<p><b>Why do we need an International Women's Day?</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> To collect and present information about</p>	<p><b>Starter (using images on PP)</b></p> <p><b>Challenge:</b> study the people on the left. Write down who they are and three things they have in common.</p> <p><b>More challenging:</b> describe three ways women may face</p>	<p><b>Sexual discrimination</b></p> <p>- Discrimination, often in the workplace on the grounds of a person's sex</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>H4</b></p>



<p>incidents which highlight why we may need an International Women's Day.</p> <p><i>More challenging:</i> To present a balanced argument about the need for International Women's Day using today's key terms.</p> <p><i>Mega challenge:</i> Analyse whether we will always need an International Women's Day, and what could be done to eradicate gender prejudice.</p>	<p>prejudice in the modern world.</p> <p><i>Mega challenge:</i> explain the meanings of the terms 'male chauvinism' and 'misogyny'.</p> <p><b>Main task (using information sheets provided)</b></p> <p>Read the sources at your <b>challenge level</b> and above, then complete your capture sheet and collect evidence to summarize the extent to which we still need work to achieve equality for women.</p> <p><b>Plenary</b></p> <p>"The fact we have successful female world leaders, activists and celebrities proves we don't need an International Women's Day anymore."</p> <p>Write a balanced, three paragraph (minimum) answer to show whether you agree/disagree with the statement.</p> <p><b>You must</b> use evidence from your capture sheet to justify your ideas.</p> <p><i>Mega challenge:</i> Include all of today's key terms used in the correct context.</p>	<p><b>Gender prejudice -</b> Often called sexism – pre-judgement of a person based on their gender</p> <p><b>Misogyny -</b> A dislike, hatred or continuous prejudice against women</p> <p><b>Male chauvinism -</b> A belief that males are naturally superior to females</p>	<p><b>H7</b></p> <p><b>R5</b></p> <p><b>R9</b></p> <p><b>R34</b></p> <p><b>L5</b></p> <p><b>Gatsby Benchmarks (Careers):</b></p> <p><b>2, 3, 4,</b></p>
<p><b>Assessment –</b> optional depending on the systems used in school. Options given here are just</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>		

<p>suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	
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## Living in the Wider World (2)

	<b>Learning Objectives</b>  <i>Three-way challenge learning objectives for each session.</i>	<b>Learning activities, Differentiation + Challenge</b>  <i>Starters,</i> <i>Mains Activities</i> <i>Plenaries / AFL</i> <i>Clips + Links</i>	<b>New key terminology:</b>	<b>Links to lesson:</b>  <i>New Guidelines PSHE Association Mapping:</i>
<b>1</b>	<b>The criminal justice system</b>  <b>Learning Outcomes:</b>  <i>Challenge:</i> Demonstrate an understanding that several different organisations make up the Criminal	<b>Starter (information on PP)</b> <i>Challenge:</i> Copy and complete the paragraph using the words below (on PP).  <i>More challenging:</i> Why do you think there is such a focus on dealing with youth crime in this country?  <i>Mega challenge:</i> Explain the difference between criminal	<b>Criminal Justice System</b> - the organisations in the UK collectively responsible for	

	<p>Justice System</p> <p><i>More challenging:</i> Be able to discuss some of the different arms of the Criminal Justice system and begin explain what they do</p> <p><i>Mega challenge:</i> Have a developed understanding of the Criminal Justice System and be able to confidently explain the roles of different organisations</p>	<p>and civil law.</p> <p><b>Task one (using information sheets provided)</b></p> <p><i>Challenge:</i> Use sheet one, where some of the options are completed for you.</p> <p><i>More challenging:</i> Use the blank template of sheet two and complete all the boxes.</p> <p><i>Mega challenge:</i> Order and explain the route a crime committed by a youth would take, why, and the possible consequences for the perpetrator.</p> <p>Review sheets 1 and 2 as a class.</p> <p><b>Task two</b></p> <p><i>Challenge:</i> Use the laptops to research one organisation in more detail and find out its strengths and weaknesses.</p> <p><i>More challenging:</i> Describe any suggestions that are currently being proposed by political parties or pressure groups to reform the system.</p> <p><i>Mega challenge:</i> Explain your opinions on the proposals.</p> <p><a href="https://www.youtube.com/watch?v=MEXfFjoDyE">https://www.youtube.com/watch?v=MEXfFjoDyE</a> (watch first for ideas)</p>	<p>dealing with criminal activity.</p>	
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		<p><b>Plenary</b></p> <p>Just a minute...!</p> <p>Who can talk about the Criminal Justice System for one minute without stopping?</p>		
2	<p><b>Anti-social behaviour</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify anti-social behaviour and common consequences for the victim and the perpetrator.</p> <p><b>More challenging:</b> Describe what constitutes antisocial behaviour and both the long and short term consequences for victims and perpetrators.</p> <p><b>Mega challenging:</b> Explain why people commit anti-social behaviour and the legal ramifications for teens who continuously commit</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What might happen the morning after Daz's actions?</p> <p><b>More challenging:</b> What could be a long and a short term consequence of these actions for 1) Daz and 2) his neighbours?</p> <p><b>Mega challenge:</b> Explain the definition of anti-social behaviour and why it is important for us to study it.</p> <p>Review starter using PP slide 3.</p> <p><b>Task one (clip link on PP slide 4)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p>	<p><b>Anti-social behaviour</b> – behaviour likely to cause alarm, harassment, or distress to other people around you.</p> <p><b>Legal ramifications</b> – consequences that involve the law – e.g. getting prosecuted or a criminal record.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H21</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R16</b></p> <p><b>KS4 R31</b></p> <p><b>KS4 R34</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R36</b></p>

	<p>anti-social acts.</p>	<p><b>Task three</b></p> <p>Using your information sheet, clip notes and laptops (if available) create either a leaflet, a webpage or a podcast which to dissuade teens from committing anti-social acts. Ensure you refer to the learning outcomes.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your challenge level.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		<p><b>KS4 R37</b></p>
<p><b>3</b></p>	<p><b>County lines</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify how criminals exploit young people, how County Lines works and where you can get help if you think someone is involved.</p> <p><b>More challenging:</b> Describe in detail what is happening in a range of criminal case studies and how young people are</p>	<p><b>Starter (scenario on PP):</b></p> <p><b>Challenge:</b> What is Cameron doing? Who are the K10 Krew?</p> <p><b>More challenging:</b> What is likely to happen to Cameron 1) in the short term from being mugged on delivery 2) in the long term joining a gang.</p> <p><b>Mega challenge:</b> Explain who might have mugged Cameron and why. Analyse why gangs don't just deliver drugs themselves – what benefits do they gain from exploiting young people like Cameron?</p> <p>Review starter using PP slide 3.</p> <p><b>Task one</b></p>	<p><b>County Lines –</b> Gangs sending young people from cities into smaller towns and villages in order to sell drugs to the people living in these areas.</p> <p><b>Disenchantment-</b> to be disillusioned, in this case with society, and not feeling like there is no part in it for you and you could never play a successful role.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 H23</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R16</b></p>

	<p>groomed by gangs to get involved with County Lines.</p> <p><b>Mega challenge:</b> Explain exactly how County Lines and grooming works, how young people are trapped and then exploited and respond to case studies articulately using new key terminology.</p>	<p><b>Challenge:</b> With a partner, mind map five ways you think the K10 Krew could have groomed Cameron.</p> <p><b>More challenging:</b> Describe how each of these might have appealed to Cameron.</p> <p><b>Mega challenge:</b> Analyse what may have stopped Cameron from realising he was being groomed.</p> <p>Review ideas as a class using PP slide 5.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three (video clip link on PP slide 7)</b></p> <p>Students watch the video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task four (using examples provided)</b></p> <p><b>Challenge:</b> Create clear and helpful replies using your info sheets and clip answers.</p> <p><b>More challenging:</b> Explain to each person what could be going on and why, where they can get help and what short and long-term possible consequences they need to be aware of.</p> <p><b>Mega challenge:</b> As above, writing articulately and using</p>	<p><b>Trap House</b> – a base used for drug operations, usually a person's home who has been bribed or threatened into the situation.</p>	<p><b>KS4 R28</b></p> <p><b>KS4 R29</b></p> <p><b>KS4 R30</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R36</b></p> <p><b>KS4 R37</b></p> <p><b>KS4 R38</b></p>
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		<p>new terminology in the correct context.</p> <p><b>Task five (optional)</b></p> <p>Students watch video clips (links on PP slide 10) and complete the table according to their <b>challenge level</b>.</p> <p><b>Plenary</b></p> <p>“We should legalise drugs like heroin and cocaine. That way, we wouldn't have problems like County Lines and all the other issues caused by the illegal drugs trade.”</p> <p>To what extent do you agree with this statement?</p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		
4	<p><b>Money laundering</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the different types of money laundering, who is most likely to get involved and the consequences.</p> <p><b>More challenging:</b> Describe how and why</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What questions would you want to ask about this if you were Zak?</p> <p><b>More challenging:</b> Why can't Aaron look after his own money do you think? Explain three possible reasons.</p> <p><b>Mega challenge:</b> Define the terms 'money laundering' and 'tax evasion'. Why do we need to learn about these things?</p> <p><b>Task one (clip link on PP slide 3)</b></p>	<p><b>Money Laundering:</b> the concealment of illegally obtained money, typically by means of transfers involving other bank accounts.</p> <p><b>Tax evasion:</b> an illegal practice where a person or organisation</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H21</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R14</b></p>

	<p>criminals launder money and how easily victims can become money mules.</p> <p><b>Mega challenge:</b> Explain how you can stay out of danger and avoid the consequences of being a money mule.</p>	<p>Students watch video clip and answer the questions at the appropriate <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> Using your information and clip notes sheets, create an infographic which must include information on what exactly money laundering is, why it is illegal and the consequences of getting involved.</p> <p><b>More challenging:</b> Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context.</p> <p><b>Mega challenge:</b> As above, but your infographic must also include statistics the recent increase in money laundering, analysing why this might be as well as explaining how you can avoid being a money mule.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>	<p>intentionally avoids paying their correct tax amount.</p> <p><b>Money mule</b> – people not aware that the money they are transferring or looking after is from illegal activity.</p>	<p><b>KS4 R16</b></p> <p><b>KS4 R28</b></p> <p><b>KS4 R29</b></p> <p><b>KS4 R31</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R36</b></p> <p><b>KS4 R37</b></p> <p><b>KS4 R38</b></p>
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<p><b>5</b></p>	<p><b>Terrorism and holy war</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Demonstrate an understanding of moderate and extreme Islamic and Christian attitudes towards terrorism and holy war.</p> <p><b>More challenging:</b> You will demonstrate deep knowledge and you will be able to use suitable Biblical or Qur’anic quotes to back these ideas up in a practice (RE style) exam question.</p> <p><b>Mega challenge:</b> A developed understanding of Islamic and Christian attitudes, demonstrating your ability to use religious quotes from numerous sources and religions to argue on both sides of a statement and provide an evaluative conclusion on a practice exam question.</p>	<p><b>Starter (images on PP)</b></p> <p><b>Challenge:</b> Who are the two hate groups represented in these images?</p> <p><b>More challenging:</b> Define the terms terrorism and holy war.</p> <p>Review starter using PP slide 3 (mix and match task).</p> <p><b>Task one (video clip link on PP slide 4)</b></p> <p>Students watch video clip and answer the questions at their appropriate <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Students read the information sheet and categorise quotes under the correct heading.</p> <p><b>Task three (using same worksheet from task two)</b></p> <p>Students focus on the last column of the table.</p> <p><b>Challenge:</b> Explain exactly what this statement implies</p> <p><b>More challenging:</b> Explain how you know</p> <p><b>Mega challenge:</b> Analyse whether this statement is contradicted by another quote from the same religion.</p>	<p><b>Terrorism</b> – use of violence and intimidation, especially against civilians, in the pursuit of political or religious aims.</p> <p><b>Holy war</b> – a war for a religious reason, usually lead by extreme leaders who justify war with texts from holy books.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R14</b></p> <p><b>KS4 R28</b></p> <p><b>KS4 R34</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R36</b></p> <p><b>KS4 R37</b></p> <p><b>KS4 R38</b></p> <p><b>KS4 L24</b></p> <p><b>KS4 L28</b></p>
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		<p><b>Plenary</b></p> <p>Exam (RE style) practice question:</p> <p>'There is always a firm religious basis to the terrorism we encounter carried out in the name of Allah or God.'</p> <p>Evaluate this statement comparing Christian views and those of at least one other religion. Use your religious quote analysis sheets to help.</p> <p>You should refer to religious arguments and reach a justified conclusion.</p> <p>(12 marks)</p>		<p><b>KS4 L29</b></p>
<p><b>6</b></p>	<p><b>Overt and covert racism</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify examples of racism</p> <p><b>More challenging:</b> Explain some reasons why racism is wrong</p> <p><b>Mega challenge:</b> Explain in detail whether certain cases are racist or not</p>	<p><b>Starter (using information on PP)</b></p> <p><b>Challenge:</b> Do you think the remarks she made were racist? Explain your answer.</p> <p><b>More challenging:</b> Do you think she should have been sacked? Why?</p> <p><b>Mega challenge:</b> Would your reaction be different if the comments were said about 'black people, Pakistanis or gays' as quoted? Explain your answer.</p> <p><b>Task one (using scenarios provided)</b></p>	<p><b>Racism</b> - a belief that members of one race are superior to those of others</p> <p><b>Overt</b> – done in the open</p> <p><b>Covert</b> – done in secret</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 R5</b></p> <p><b>KS4 R9</b></p>

		<p>Read and discuss each scenario with your partner or group.</p> <p>You must record on you table whether the scenario is:</p> <p><b>Racist      Not Sure      Not racist</b></p> <p>Challenge: Explain your answer for each scenario.</p> <p>More challenging: Identify and explain two examples of overt racism and two examples of covert racism from the scenarios.</p> <p>Mega challenge: Analyse which is worse, overt or covert racism. Argue your point on both sides using examples.</p> <p><b>Task two (using 4-stage model on PP slide 4 and handout)</b></p> <p>Colour code the stages and categorise the reasons to show which stage they fit into. Explain your answers. Not all reasons will fit into the categories. Leave it blank or (more challenging) create your own category.</p> <p><b>Plenary</b> Use your moral reasoning to decide – was Anne Robinson being racist when she spoke about Welsh people in the starter?</p>		<p><b>KS4 R34</b></p>
<p><b>7</b></p>	<p><b>Fake news and critical thinking</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify the</p>	<p><b>Starter (using starter sheet provided)</b></p> <p><b>Challenge:</b> Read the headline and first paragraph of this news story on your starter sheet, which was shared over 24,000 times. Summarise what happened. How do you know</p>	<p><b>Fake News –</b> Inaccurate, fake and fictional stories created by unscrupulous authors</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p>

<p>differences between fake and real news. Complete a literacy task about whether creating and spreading fake news should be illegal.</p> <p><b>More challenging:</b> Describe the main reasons why people create fake news, the harm it can cause and argue on both sides about whether it should be illegal.</p> <p><b>Mega challenge:</b> Analyse why particular fake news stories are created and use critical thinking skills to assess the motivation behind fake news. Articulately argue on both sides about whether fake news should be criminalised.</p>	<p>whether this is true?</p> <p><b>More challenging:</b> Why was this story printed? Why do you think it was shared so many times?</p> <p><b>Mega challenge:</b> Explain how this story links with today's lesson title and why you think you have been asked to read it.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Students watch the video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task three (using sources provided)</b></p> <p><b>Challenge:</b> Read the stories in front of you. Using your guide and what you have learned so far today, label the stories as fake or real news.</p> <p><b>More challenging:</b> Explain in your books why you think each story is fake or real news.</p> <p><b>Mega challenge:</b> For each story, analyse what the purpose or motivation may have been for the author to create this piece of fake news.</p>	<p>to trick the public into believing they are true.</p> <p><b>Critical Thinking –</b> Using our intelligence to look at a variety of sources before we make up our minds, taking in and considering as many facts (with evidence) as possible.</p> <p><b>Trolls –</b> People who use the internet in order to harass people, create confusion or mislead people for their own amusement.</p>	<p><b>KS4 H22</b></p> <p><b>KS4 R37</b></p> <p><b>KS4 L22</b></p> <p><b>KS4 L24</b></p> <p><b>KS4 L26</b></p> <p><b>KS4 L27</b></p> <p><b>KS4 L28</b></p> <p><b>KS4 L29</b></p>
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		<p><b>Plenary</b></p> <p>Students prepare a response (using the literacy focus <b>challenge level</b> sheet) to the debate statement: <i>'The creation and deliberate spreading of Fake News is harmful and should be a criminal offence.'</i></p>		
	<p><b>Assessment</b> – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>		

## Relationships

	<b>Learning Objectives</b>	<b>Learning activities, Differentiation + Challenge</b>	<b>New key terminology:</b>	<b>Links to lesson:</b>
	<p>Three-way challenge learning objectives for each session.</p>	<p>Starters,</p> <p>Mains Activities</p> <p>Plenaries / AFL</p> <p>Clips + Links</p>		<p>New Guidelines PSHE Association Mapping:</p>
1	<p><b>Conflict management</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify at least three new strategies to resolve and manage conflict as well as the different situations these can be used in.</p> <p><b>More challenging:</b> Describe in detail how you could resolve or manage different conflicts using the strategies you will learn about today.</p>	<p><b>Starter (image on PP)</b></p> <p><b>Challenge:</b> What do we mean by the words 'conflict' and 'resolution'?</p> <p><b>More challenging:</b> Describe some examples of common situations of conflict. You can use the image above to help you.</p> <p><b>Mega challenge:</b> Are some conflicts easier to manage and resolve than others? Why might this be? Explain.</p> <p><b>Task one</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p>	<p><b>Conflict</b> – A disagreement, argument or clash between people.</p> <p><b>Resolution</b> – Finding a solution to the conflict that both sides can accept.</p> <p><b>Conflict management</b> – being able to stop the argument getting out of hand, to diffuse it and to take steps to find a resolution.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H1</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R7</b></p>

	<p><b>Mega challenge:</b> Explain why some conflict strategies would work better than others in particular situations and analyse what the likely outcome would be.</p>	<p><b>Task two (using worksheet provided)</b></p> <p>Read the information sheet together as a class. Then:</p> <p><b>Challenge:</b> Read each real life scenario and identify one way each conflict could be managed and resolved by using the information on your clip task and info sheet.</p> <p><b>More challenging:</b> Read each real life scenario and describe how you could manage the scenario, by using the information on your clip task and info sheet. Say what you think the outcome might be.</p> <p><b>Mega challenging:</b> As above, but explain why you think this choice of conflict management would work and why you think this would be the particular outcome.</p> <p><b>Plenary</b></p> <p>With a partner, create a two-minute role play where a conflict begins and one of you starts to resolve it by using the conflict management strategies we have been learning about today.</p>		<p><b>KS4 R11</b></p> <p><b>KS4 R12</b></p> <p><b>KS4 R13</b></p> <p><b>KS4 R17</b></p> <p><b>KS4 R28</b></p>
2	<p><b>Forced and arranged marriages</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What is making Emma so worried about her friend?</p> <p><b>More challenging:</b> Explain what could have happened to</p>	<p><b>Arranged Marriage</b> - a marriage which family members or guardians may help 'arrange' by finding</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H10</b></p>

	<p>identify cases of both arranged and forced marriages and begin to describe the differences.</p> <p><b>More challenging:</b> Describe why certain case studies are forced or arranged and where victims can find help.</p> <p><b>Mega challenging:</b> Explain the differences between forced and arranged marriages in detail and how a person can access help at different stages in the proceedings using new key terms.</p>	<p>Aisha.</p> <p><b>Mega challenge:</b> Explain what you believe the difference to be between an arranged and a forced marriage. Give two examples.</p> <p><b>Task one</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task two (clip link on PP slide 4)</b></p> <p>Watch video clip and answer the questions at the appropriate <b>challenge level</b>.</p> <p><b>Task three (using case studies worksheet provided)</b></p> <p>Read the case studies and complete the table at the appropriate <b>challenge level</b>.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>	<p>suitable partners and matching them together. This is consented to by the couple, although sometimes coercion or persuasion methods are used.</p> <p><b>Forced Marriage</b> – a marriage which family members or guardians enforce by making the couple feel as though they have no alternative or by actively threatening them.</p> <p><b>Family honour</b> – the idea a family must maintain a particular standing in a community.</p> <p><b>Domestic servitude</b> – a form of modern</p>	<p><b>KS4 H23</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R3</b></p> <p><b>KS4 R4</b></p> <p><b>KS4 R7</b></p> <p><b>KS4 R10</b></p> <p><b>KS4 R17</b></p> <p><b>KS4 R18</b></p> <p><b>KS4 R32</b></p> <p><b>KS4 R33</b></p>
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			slavery, associated with some forced marriages.	
<b>3</b>	<p><b>Harassment and stalking</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Describe what constitutes stalking and harassment and what can happen if people don't take reports of this seriously.</p> <p><b>More challenging:</b> Explain how victims are targeted, the abuse they suffer and correctly identify the different types of abuse and their effects.</p> <p><b>Mega challenge:</b> Analyse why some people don't take stalking and harassment seriously, or feel it is more of an issue for celebrities. Explain how we identify stalking and</p>	<p><b>Starter (scenario on PP):</b></p> <p><b>Challenge:</b> Does Gemma's situation sound worrying to you? Why / why not?</p> <p><b>More challenging:</b> Define harassment and stalking. How are both being done to Gemma?</p> <p><b>Mega challenge:</b> 'It's a free country. If Mike wants to message Gemma 40 times a day, he's entitled to.' Analyse the validity and potential problems of statements like this.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level.</b></p> <p><b>Task two</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task three (using worksheet provided)</b></p> <p><b>Challenge:</b> Write down a definition for each key term. Check against answers.</p> <p><b>More challenging:</b> Explain how this could impact on a</p>	<p><b>Stalking</b> – To follow someone around without their consent, sometimes consistently and sometimes taking photos or footage.</p> <p><b>Harassment</b> – When someone behaves in a way which offends you or makes you feel distressed or intimidated. Harassment is a form of discrimination under the Equality Act 2010.</p>	

	<p>harassment as acts of abuse.</p>	<p>victim's life.</p> <p><b>Mega challenge:</b> Analyse what makes each of these acts abusive.</p> <p><b>Plenary</b></p> <p><i>“Stalking and harassment are things that only really happen to celebrities. Most people don't really need to learn about this.”</i></p> <p>To what extent do you agree with this statement?</p>		
4	<p><b>Revenge porn</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify what to do to prevent revenge porn and what to do if you become a victim.</p> <p><b>More challenging:</b> Describe the long and short term consequences of sharing intimate images with partners or friends.</p> <p><b>Mega challenge:</b> Explain,</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What do you think has happened?</p> <p><b>More challenging:</b> What could Gary do immediately to start to try and rectify the situation. How could he do this?</p> <p><b>Mega challenge:</b> Explain whether you think any laws have been broken in this case, how and what should happen next.</p> <p><b>Task one</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task two (clip link on PP slide 4)</b></p>	<p><b>Revenge Porn</b> - a revealing, naked or pornographic image or film which is published, posted (e.g. on the internet), or otherwise circulated without the consent of one or more of the participants, usually with malicious and vindictive intent, such as following a break-up.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 H23</b></p> <p><b>KS4 H26</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R3</b></p>

	<p>using new terminology in the correct context the legal, short and long-term consequences for perpetrators and victims.</p>	<p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task three (using worksheet provided)</b></p> <p><b>Challenge:</b> Create clear and helpful replies using your info sheets and clip answers.</p> <p><b>More challenging:</b> Explain to each person what their next steps should be, where their position stands legally and what short and long-term possible consequences they need to be aware of.</p> <p><b>Mega challenge:</b> As above, writing articulately and using new terminology in the correct context.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>	<p><b>Takedown Policy</b> – a policy held by each social media site meaning that you can flag and ask for inappropriate / non-consensual content to be removed.</p> <p><b>Up-skirting</b> - the practice of photographing underneath a female's dress or skirt, spontaneously and without consent.</p>	<p><b>KS4 R7</b></p> <p><b>KS4 R8</b></p> <p><b>KS4 R8</b></p> <p><b>KS4 R15</b></p> <p><b>KS4 R16</b></p> <p><b>KS4 R17</b></p> <p><b>KS4 R18</b></p> <p><b>KS4 R19</b></p> <p><b>KS4 R22</b></p> <p><b>KS4 R28</b></p> <p><b>KS4 R29</b></p> <p><b>KS4 R31</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 L22</b></p> <p><b>KS4 L23</b></p> <p><b>KS4 L25</b></p>
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<p><b>5</b></p>	<p><b>Relationships with role models</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify what makes someone a positive or negative role model. Research four media figures to see if they meet the criteria of positive role model and produce an informative and creative display board.</p> <p><b>More challenging:</b> Describe in detail the issues young people face when they idolise poor role models, research and assess whether there is a link between the way some people idolise role models and their levels of self-esteem.</p> <p><b>Mega challenge:</b> Explain, using today's key terminology in the correct</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What do you think about Shelly's plans?</p> <p><b>More challenging:</b> Why do you think this is important to Shelly?</p> <p><b>Mega challenge:</b> Define the terms 'idolise' and 'role models'. Explain whether you think Shelly has a healthy relationship with her role models and what this could tell us about her levels of self-esteem.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and then:</p> <p><b>Challenge:</b> With a partner, identify as many traits as you can that you think make someone a positive role model by creating a mind map.</p> <p><b>More challenging:</b> Explain for each point why you think this is important.</p> <p><b>Mega challenge:</b> Pick three famous people or public figures you think are positive role models. How much of your criteria do they meet?</p> <p>Class to share ideas, to be recorded on a whole class mind-map on the board.</p>	<p><b>Role Model</b> – A person looked to by others as an example to be imitated.</p> <p><b>Idolise</b> – To admire or love greatly or excessively, in the case of role models, idolisation may lead to imitating a role model's attributes.</p> <p><b>Self Esteem</b> – Confidence in one's own worth or abilities and self-respect.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H9</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R17</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R36</b></p>
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	<p>context, why we see more of negative than positive role models in the media, evaluating the impact that could have on young people.</p>	<p><b>Task two</b></p> <p>Students read the information sheet together as a class.</p> <p><b>Task three (clip link on PP slide 6)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task four</b></p> <p><b>Challenge:</b> Research four positive role models for young people. You must find out what each famous person or public figure has done that is worthy of praise, the impact they have had on the world and how they have influenced others.</p> <p><b>More challenging:</b> As above but you must also analyse whether the influence of this role model on a young person would have a positive or negative effect on their self-esteem. Think about what the role model aims to achieve too – is it healthy?</p> <p><b>Mega challenge:</b> As above, using today's key terminology in the correct context and analysing why we appear to see more of the negative role models in the media than the positive ones, using examples to back up your ideas.</p> <p><b>Plenary</b></p>		
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		<p>"Young people today lack good role models, especially ones who are visible in mainstream culture and media."</p> <p>To what extent do you agree with this statement?</p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
	<p><b>Assessment</b> – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>		

## Relationships and Diversity

	<b>Learning Objectives</b>	<b>Learning activities, Differentiation + Challenge</b>	<b>New key terminology:</b>	<b>Links to lesson:</b>
	<p>Three-way challenge learning objectives for each session.</p>	<p>Starters,</p> <p>Mains Activities</p> <p>Plenaries / AFL</p> <p>Clips + Links</p>		<p>New Guidelines PSHE Association Mapping:</p>
1	<p><b>Same-sex relationships</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify ways that homosexual and heterosexual relationships differ and ways they are the same.</p> <p><b>More challenging:</b> Describe the challenges that people in same sex relationships face and the meaning of LGBTQAI+</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What should Tom do now?</p> <p><b>More challenging:</b> Would your answer be any different if this was a male and female scenario? Why?</p> <p><b>Mega challenge:</b> Analyse whether Tom needs to be cautious.</p> <p><b>Task one</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using worksheet provided)</b></p> <p>Read the information sheet together as a class.</p>	<p><b>Homosexual relationship</b> – a same sex relationship, either female and female or male and male.</p> <p><b>Heterosexual relationship</b> – a male / female relationship</p> <p><b>Homophobia</b> – a fear or hatred of gay people</p> <p><b>LGBTQAI+</b> - The lesbian, gay, bisexual, trans, queer, asexual,</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R4</b></p> <p><b>KS4 R5</b></p> <p><b>KS4 R6</b></p> <p><b>KS4 R7</b></p>

	<p><b>Mega challenge:</b> Explain the differences and similarities between homosexual and heterosexual relationships in family life, sexual life and marriage, historically and geographically.</p>	<p><b>Task three</b></p> <p><b>Challenge:</b> Use the fact sheet to write a letter back to Tamsin. Describe to her two challenges she may face and three ways she can still live the same style of typical relationship she may have imagined she would as a heterosexual.</p> <p><b>More challenging:</b> Construct a detailed reply to Tamsin, explaining the historical background behind homosexuality and the term LGBTQAI. Explain in detail two challenges she may face, one way her relationship may differ sexually to a heterosexual one and three non-sexual ways it will be very similar.</p> <p><b>Mega challenging:</b> Construct a detailed reply to Tamsin, explaining the term LGBTQAI. Explain in detail two challenges she may face, two ways her relationship may differ sexually to a heterosexual one and two ways it will be the same. Analyse whether her worries about having a family in the future are unfounded.</p> <p><b>Task four: optional trans focus (video clip link on PP slide 7)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Plenary</b></p>	<p>intersex community.</p>	<p><b>KS4 R10</b></p> <p><b>KS3 R11</b></p> <p><b>KS4 R17</b></p> <p><b>KS4 R34</b></p>
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		<p><b>Challenge:</b> Summarise three challenges that people in same sex relationships may face in the modern day.</p> <p><b>More challenging:</b> Explain two ways that homosexual relationships are different, and two ways they are the same as, heterosexual relationships.</p> <p><b>Mega challenge:</b> Explain the definition of LGBTQAI+ without looking back in your books!</p>		
<b>2</b>	<p><b>Gender and trans identity</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the difference between sex and gender and what makes a person trans.</p> <p><b>More challenging:</b> Describe your opinions on 'gendering'. Explain the meaning of new key terminology and how to use pronouns correctly.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What does transitioning mean and what is a trans person? Why did the boys think they could shout at Tom like this?</p> <p><b>More challenging:</b> What could the school have done / should it do now to support Tom? What would you do as his friend?</p> <p><b>Mega challenge:</b> Should public toilets be gendered? Why / why not? Explain using clear examples to back up your ideas.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Watch video clip and answer the questions at the appropriate <b>challenge level</b>.</p>	<p><b>Trans</b> -used to describe someone who feels that they are not the same gender as the physical body they was born with, or who does not fit easily into being either a male or a female.</p> <p><b>Transitioning</b> – adopt permanently the outward or physical characteristics of the gender one identifies with, as opposed to those associated with</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H31</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R5</b></p> <p><b>KS4 R6</b></p> <p><b>KS4 R7</b></p> <p><b>KS4 R35</b></p>

	<p><b>Mega challenging:</b> Analyse how schools can become more trans-friendly and create a new diversity code for our school.</p>	<p><b>Task two</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p>Match up the terms to their definitions.</p> <p><b>Task four</b></p> <p><b>Challenge:</b> Using your information and clip notes sheets, create an infographic to be displayed on a school noticeboard. It must promote diversity, explain the difference between sex and gender and what makes a person trans.</p> <p><b>More challenging:</b> Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context, explaining the meaning of transition and how to use appropriate pronouns.</p> <p><b>Mega challenge:</b> As above, but your infographic must also include a new diversity code to prevent transphobic bullying incidents. Think carefully about how these could be prevented in our school.</p> <p><b>Plenary</b></p>	<p>one's birth sex.</p> <p><b>Gender</b> - the state of being male or female socially or culturally.</p> <p><b>Sex</b> - the state of being male or female biologically.</p>	<p><b>KS4 R36</b></p>
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		<p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
<b>3</b>	<p><b>Community cohesion</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Describe ways in which community cohesion can improve society</p> <p><b>More challenging:</b> Explain in more detail why community cohesion is so important and what the consequences can be without it</p> <p><b>Mega challenge:</b> Evaluate how the positive and negative consequences of poor community cohesion and analyse why this may have come about</p>	<p><b>Starter (information on PP):</b></p> <p><b>Challenge:</b> Which ethnic group contributed each of these?</p> <p><b>More challenging:</b> Why is it important we celebrate the contributions of different ethnic groups in Britain?</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level</b>.</p> <p><b>Task two (using case studies provided)</b></p> <p>For each case study around the room complete the questions on your table –</p> <p>How have they contributed to British society?</p> <p>How have they helped community cohesion?</p> <p>How have the British population treated them?</p> <p>Was their migration economic, social or political?</p> <p><b>Mega challenge:</b> Why do some migrants describe their sense of identity as 'complex'? Explain</p>	<p><b>Community Cohesion</b></p> <p>– the idea of all ethnic groups getting on with one another in the community</p> <p><b>Economic migration</b> – moving country due to money reasons</p> <p><b>Political migration</b> – moving country because of political reasons (such as own country breaking human rights)</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R34</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R36</b></p>

		<p>Why does 'poor community cohesion' happen? Analyse using your case studies and the clip for examples.</p> <p><b>Plenary</b></p> <p>Literacy focus: How can migration can contribute towards community cohesion?</p> <p>(try to describe 3 ways or explain 2 in detail)</p>		
4	<p><b>Sexism</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Order excuses for prejudice in to how dangerous they can be and identify the main issues women face in the UK today.</p> <p><b>More challenging:</b> Explain counter arguments against the main reasons why women are often treated differently to men.</p> <p><b>Mega challenge:</b> Analyse whether certain elements</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Is what has happened to Amy acceptable? Why / Why not?</p> <p><b>More challenging:</b> Why has this just happened? Why do the workers think this is an acceptable way to behave? Explain.</p> <p><b>Mega challenge:</b> Amy is a really attractive woman and is often complimented by men. Does this make any difference?</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using table provided)</b></p> <p>Read all the reasons, then number which you think is the</p>	<p><b>Gender prejudice –</b> treating someone differently because you perceive them to fit into a role of 'male' or 'female'.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R3</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R34</b></p> <p><b>KS4 L5</b></p>

	<p>of UK society are perpetuating gender prejudice.</p>	<p>most important and which the least important. Then complete the additional task at your <b>challenge level</b>.</p> <p><b>Task three (using article provided)</b></p> <p><b>Challenge:</b> Draw the table below in your books and then your pairs, come up with 5 reasons on each side.</p> <p><b>More challenging:</b> Why don't men have this problem from women? Discuss with a partner, write down your ideas and be ready to feed back.</p> <p><b>Mega challenge:</b> 'A society which allows wolf whistling helps perpetuate all the inequalities towards women that we have studied today.' Analyse whether this is true. Be ready to feedback your ideas.</p> <p><b>Plenary</b></p> <p>Your friend has missed today's lesson. Create a text or tweet summarising the three most important things you've learned about gender inequality. You only have 140 letter characters!</p>		
5	<p><b>Parenting</b></p> <p><b>Learning Outcomes:</b></p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Identify as many reasons as you can why Lauren may not be sleeping, have no money and be so tired.</p>	<p><b>Parenting styles</b> – the different types of approach to parenting that people use. You can mix</p>	

	<p><b>Challenge:</b> Correctly identify all the different challenges a new parent faces. Identify the different styles of parenting and how to change and bathe a new baby.</p> <p><b>More challenging:</b> Describe the challenges new parents face in detail and the different methods of parenting by answering case study questions in detail.</p> <p><b>Mega challenge:</b> Explain using new key terminology, the biggest challenges faced by new parents, offering a variety of solutions to case studies.</p>	<p><b>More challenging:</b> Describe three ways a person's life can significantly change when they become a mother or father.</p> <p><b>Mega challenge:</b> How long will Lauren's life be this tough for? How might Eva's Dad be struggling? Lauren is not unhappy though. Why?</p> <p>Review starter using PP slide 3.</p> <p><b>Task one (using diary entries provided)</b></p> <p><b>Challenging:</b> How much is common for a new family to spend on nappies and formula per month? How much parental leave has Adam taken? Why is Adam struggling at work?</p> <p><b>More challenging:</b> Why is Adam having to ask for time off unpaid? Why can't Adam go to the pub at the moment?</p> <p><b>Mega challenge:</b> Adam is sharing responsibilities with his girlfriend. How might a single dad cope – what additional problems would they face? Explain in detail.</p> <p><b>Task two (clip link on PP slide 5)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task three</b></p>	<p>aspects from different styles.</p> <p><b>Parental Leave</b> – the paid leave a person is entitled to away from work to be with their new baby.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H6</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H8</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 H14</b></p> <p><b>KS4 R7</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R13</b></p> <p><b>KS4 R25</b></p> <p><b>KS4 L13</b></p> <p><b>KS4 L16</b></p> <p><b>KS4 L17</b></p>
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	<p>Students read the information sheet together as a class.</p> <p><b>Task four</b></p> <p><b>Challenge:</b> Using the info from the clips and your reading sheets, answer each message in as much detail as you can.</p> <p><b>More challenging:</b> Explain to each person in detail the different aspects and challenges of parenting they need to think about and why.</p> <p><b>Mega challenge:</b> As above, using new key terminology from your info sheets, analyses the biggest challenges the subject of their message faces and offer a variety of solutions.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your challenge level.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		<b>KS4 L18</b>
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<p><b>Assessment</b> – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p> <ul style="list-style-type: none"><li>·</li></ul>
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## Appendix C PSHCE Scheme of Work for Year 11

### Health and Wellbeing (1)

	<b>Learning Objectives</b>	<b>Learning activities, Differentiation + Challenge</b>	<b>New key terminology:</b>	<b>Links to lesson:</b>
	<p>Three-way challenge learning objectives for each session.</p>	<p>Starters,</p> <p>Mains Activities</p> <p>Plenaries / AFL</p> <p>Clips + Links</p>		<p>New Guidelines PSHE Association Mapping:</p>
1	<p><b>Why is PSHE so important?</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe why it is important for us to study PSHE throughout every school year.</p> <p><b>More challenging:</b> Explain how each of the topics we cover in PSHE this year will benefit us as successful, healthy and happy young</p>	<p><b>Starter (images on PP)</b></p> <p><b>Challenge:</b> Think carefully about what being a successful person means to you – come up with ten ideas. You can use the images for inspiration if you like.</p> <p><b>More challenging:</b> Number your ideas in order of importance.</p> <p><b>Mega challenge:</b> Explain and prepare to justify your most and least important choices.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p><b>Challenge:</b> Using a key, label or colour code our class reasons according to where they fall in the three PSHE topic</p>	<p><b>Living in the Wider World</b> – focuses on careers, personal finance independent living, skills for life and personal values.</p> <p><b>Health and Wellbeing</b> – focuses on health, hygiene, exercise, mental health, personal safety, drugs and alcohol.</p> <p><b>Relationships and Sex</b></p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 H14</b></p> <p><b>KS4 H21</b></p>

	<p>adults.</p> <p><b>Mega challenge:</b> Analyse how PSHE lessons could have helped a number of case studies to live successful and fulfilling lives.</p>	<p>categories.</p> <p><b>More challenging:</b> Explain the reason for each choice.</p> <p><b>Mega challenge:</b> Analyse which of the three categories you think is most important for you to focus on personally to achieve your goals for success. Be prepared to justify your reasoning.</p> <p><b>Task two (using case studies provided)</b></p> <p>Around the room there are statements from young adults, reflecting on their time at secondary school. Using the sheet and working at the appropriate <b>challenge level</b>, complete the questions on the table.</p> <p><b>Plenary</b></p> <p>“PSHE is the most important school subject, as it shapes the all-round success of a person.”</p> <p>To what extent do you agree with this statement?</p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>	<p><b>Education (RSE) –</b> focuses on sex, relationships, friends and family matters, LGBT+, positive and unhealthy relationships.</p>	<p><b>KS4 R1</b></p> <p><b>KS4 R3</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R17</b></p> <p><b>KS4 R34</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 L2</b></p> <p><b>KS4 L3</b></p> <p><b>KS4 L22</b></p>
2	<p><b>Identity and diversity</b></p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What do we mean by the term ‘identity’?</p> <p><b>More challenging:</b> How else could Dal have described her</p>	<p><b>Identity –</b> The characteristics determining who or what a person or</p>	<p><b>New PSHE Association mapping:</b></p>

	<p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe different aspects of your own unique identity in order for us to celebrate diversity through our class display.</p> <p><b>More challenging:</b> Explain whether you think our unique identities are important and whether or not we should celebrate diversity.</p> <p><b>Mega challenging:</b> Analyse the consequences of not celebrating diversity and whether or not people have any control over their identities.</p>	<p>herself? What other factors make up our unique identities?</p> <p><b>Mega challenge:</b> Explain whether you think celebrating our identities is important or not and why. Justify your reasoning.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three: mind maps</b></p> <p><b>Challenge:</b> Around your mind map write at least two sentences about each aspect of your identity.</p> <p><b>More challenging:</b> For each point explain why this is or isn't important to you and if you think it should be celebrated.</p> <p><b>Mega challenge:</b> Explain why we should celebrate diversity. What if we didn't? What could the long and short term consequences be?</p> <p><b>Task four: identity cubes</b></p> <p><b>Challenge:</b> For each side of the cube, use your mind map</p>	<p>thing is. In this case, the mix of characteristics which make us the unique human beings we are.</p>	<p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R34</b></p> <p><b>KS4 R36</b></p> <p><b>KS4 L3</b></p>
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		<p>to fill each face with descriptions and drawings to illustrate your unique identity.</p> <p><b>More challenging:</b> Explain why each shade of your identity is so important to you, covering each side with a different aspect of your identity. We will hang the finished cubes from our classroom ceiling.</p> <p><b>Mega challenge:</b> As an alternative – or after completing the more challenging task, analyse how identity can be divisive sometimes and cause conflict. Use examples from current affairs or history to demonstrate your point (in your books).</p> <p><b>Plenary</b></p> <p>"I can choose or control what my identity is."</p> <p>To what extent do you agree with this statement?</p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		
3	<p><b>How does privilege affect us?</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the meaning of privilege and how it affects</p>	<p><b>Starter (scenarios on PP):</b></p> <p><b>Challenge:</b> Who is going to face the most challenges in their lives?</p> <p><b>More challenging:</b> Has one of these people been born into a higher level of privilege? Explain how this could affect</p>	<p><b>Privilege</b> – a special right, advantage, or immunity granted or available only to a particular person or group.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H1</b></p> <p><b>KS4 H2</b></p>

	<p>the lives of everyone.</p> <p><b>More challenging:</b> Describe the different levels of privilege, how it affects you personally and why more people should learn about it.</p> <p><b>Mega challenge:</b> Analyse how the privilege levels came to be in the first place and explain what you think would need to be done to redress inequalities in society.</p>	<p>their life.</p> <p><b>Mega challenge:</b> Explain what you think the definition of 'privilege' is and why it is important for us to study this topic.</p> <p><b>Task one (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task two (video clip link on PP slide 4)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level.</b></p> <p><b>Task three (using privilege list provided)</b></p> <p>I need you all now to push the tables out of the way and line up along the centre of the classroom in a horizontal row.</p> <p>I will now read out some questions and tell you to step either back or forwards (could be one could be two steps).</p> <p><b>Task four (using table provided)</b></p> <p><b>Challenge:</b> Are you surprised by the outcome of this task? Why / why not? How do you feel about where you stood?</p> <p><b>More challenging:</b> Should more people complete tasks like this at school? Why / why not? What difference would you</p>	<p><b>KS4 H4</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 R5</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R34</b></p>
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		<p>like to see it make?</p> <p><b>Mega challenge:</b> Study the table on your sheet. Analyse why this currently is the case. What has happened to shape these circumstances? What needs to happen now to change them? How difficult would this be? Explain fully.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
<b>4</b>	<p><b>Obesity and body positivity</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the reasons why some people think body positivity is always a good thing and why some people believe it presents problems.</p> <p><b>More challenging:</b> Explain your own opinion on the debate surrounding body positivity and obesity,</p>	<p><b>Starter (prompt on PP)</b></p> <p><b>Challenge:</b> Complete the headline. Why do you think this?</p> <p><b>More challenging:</b> Should we ever be challenged on our physical appearance? Why / why not? Explain in full.</p> <p><b>Mega challenge:</b> Define 'body positivity'. Analyse why promoting body positivity for all is a controversial issue.</p> <p>Review starter using PP slide 3.</p> <p><b>Task one (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task two (video clip link on PP slide 4)</b></p>	<p><b>Body Positivity</b> – the belief that all human beings should have a positive body image, and be accepting of their own bodies as well as the bodies of others.</p> <p><b>Obesity</b> – A state of being overweight to a serious degree.</p> <p><b>Self-Esteem</b> - Confidence in one's own worth or abilities,</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H3</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 H18</b></p> <p><b>KS4 R9</b></p>

	<p>taking into consideration points from both sides of the argument.</p> <p><b>Mega challenge:</b> Explain, using today's key terminology in the correct context, how the body positivity debate relates to both issues of physical and mental health.</p>	<p>Watch video clip and answer questions at the appropriate <b>challenge level</b>.</p> <p><b>Task three (using information provided on PP slide 6)</b></p> <p><b>Challenge:</b> Write an email to Cosmopolitan's reader response pages explaining if you agree or disagree with the media mogul and why.</p> <p><b>More challenging:</b> As above, detailing why this is a controversial issue and explaining the arguments on both sides, concluding with your own opinion.</p> <p><b>Mega challenge:</b> In your email response you must detail the pros and cons of the Cosmopolitan cover in terms of 1) physical health 2) mental health 3) diversity and 4) impact on younger readers. Use new terminology and conclude with your own considered and well-informed opinion.</p> <p><b>Plenary</b></p> <p>"The government should introduce a tax on sugary and fatty foods in order to stop people from becoming obese."</p> <p>To what extent do you agree with this statement?</p> <p>Complete your sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>	<p>how you feel about yourself, which can be affected by comparisons with others.</p>	<p><b>KS4 R34</b></p> <p><b>KS4 L24</b></p>
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<p>5 / 6</p>	<p><b>Fertility and reproductive health (double lesson)</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify issues that cause reduced fertility in both males and females and how we can all look after our reproductive health.</p> <p><b>More challenging:</b> Describe in detail, in response to case studies, the different ways people in particular circumstances need to make changes to improve their reproductive health.</p> <p><b>Mega challenge:</b> Explain, using new terminology in the correct context some of the science behind reproductive health, relating appropriate solutions to the different health issues presented.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What could be causing issues for the couple as they try to conceive? Identify three possible issues.</p> <p><b>More challenging:</b> Why might these three issues pose problems?</p> <p><b>Mega challenge:</b> Define the terms menopause, sperm count, infertility and reproductive health.</p> <p><b>Task one (using table provided)</b></p> <p>In pairs, match the key terms to the definitions and complete the table.</p> <p><b>Task two (video clip link on PP slide 5)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task three (using information sheet provided)</b> Read the information sheet together as a class.</p> <p><b>Task four (using case studies provided)</b></p> <p><b>Challenge:</b> Create clear and helpful replies using your info sheets and clip answers.</p> <p><b>More challenging:</b> Explain what might be the issue with each person, why you think this and any advice that could</p>	<p>See sheet provided in lesson pack for key terms and definitions, including <b>reproductive system, STIs, chlamydia, oestrogen, infertility, menstruation, anaemia, sperm count, menopause, trimester.</b></p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 H14</b></p> <p><b>KS4 H19</b></p> <p><b>KS4 H27</b></p> <p><b>KS4 H28</b></p> <p><b>KS4 H29</b></p> <p><b>KS4 H30</b></p> <p><b>KS4 H31</b></p> <p><b>KS4 H33</b></p> <p><b>KS4 R26</b></p>
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		<p>help improve their situation.</p> <p><b>Mega challenge:</b> As above, writing articulately and using new terminology in the correct context.</p> <p><b>Task five (using scenario on PP slide 8)</b></p> <p><b>Challenge:</b> Using your information book, clip answers and match-up answers, create a two page flyer full of information that directly relates to the couple's circumstances.</p> <p><b>More challenging:</b> Include five new key terms used in the correct context.</p> <p><b>Mega challenge:</b> Explain the couple's possible options for having a child, moving forward, and why Simon needs to change his lifestyle, in detail.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		
7	<p><b>What is CPR? How do we perform this and find sources of life-saving help?</b></p> <p><b><u>Learning Outcomes:</u></b></p> <p><b>Challenge:</b> Correctly identify and describe the</p>	<p><b>Starter (image of defibrillator)</b></p> <p><b>Challenge:</b> What is this object? What do you think it's for?</p> <p><b>More challenging:</b> Where might you find one of these? Why?</p> <p><b>Mega challenge:</b> Explain in what circumstance you think</p>	<p>See sheet provided in lesson pack for key terms and definitions, including.</p> <p><b>Unconscious</b></p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 H14</b></p>

	<p>order of the CPR steps. Identify what a defibrillator is and how to use one.</p> <p><i>More challenging:</i> Describe in detail the order of the CPR steps and how to use a defibrillator. Mime accurately the CPR steps on an invisible partner or a dummy.</p> <p><i>Mega challenging:</i> Explain the importance of each of the CPR steps. Be able to describe the steps correctly, in order, without prompting as demonstrated on an invisible partner or a dummy.</p>	<p>you might use one of these, on who and how. We'll see how close you were shortly.</p> <p><b><u>Task One:</u> What is CPR? What's it for?</b></p> <p>Watch the clip and complete your choice of challenges on your worksheet.</p> <p>Video: <a href="https://www.youtube.com/watch?v=BQNNOh8c8ks">https://www.youtube.com/watch?v=BQNNOh8c8ks</a></p> <p><b><u>Task Two</u></b> – students read information sheets – can be read out loud as a class.</p> <p><b><u>Task Three:</u></b> Use your instructions and clip notes to create your own, illustrated 6-point CPR guide.</p> <p><b>Challenge (ALL):</b> Illustrate the boxes in order, clear and precisely to show exactly how to perform the six steps of CPR.</p> <p><i>More challenging:</i> Summarise step in 10 words or less.</p> <p><i>Mega challenging</i> Explain why each individual step is essential.</p> <p><b><u>Task Four Invisible emergency!</u></b> With an invisible partner, demonstrate how you would enact the 6-point CPR moves to hopefully save a life. Teacher note – the BHF can come in and provide dummies for a workshop on this too</p>	<p><b>Paramedics</b></p> <p><b>Chest compressions</b></p> <p><b>Rescue breaths</b></p> <p><b>Staying Alive</b></p> <p><b>Brain death</b></p>	<p><b>KS4 H23</b></p> <p><b>KS4 H24</b></p>
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		<p><b>Plenary:</b> How can we help?</p> <p>You see a middle-aged woman collapse in a supermarket. She doesn't appear to be breathing. What do you do?</p> <p>Explain with reference to both a defibrillator and CPR</p>		
	<p><b>Assessment</b> – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>		

## Health and Wellbeing (2)

	<b>Learning Objectives</b>	<b>Learning activities, Differentiation + Challenge</b>	<b>New key terminology:</b>	<b>Links to lesson:</b>
	<p>Three-way challenge learning objectives for each session.</p>	<p>Starters,</p> <p>Mains Activities</p> <p>Plenaries / AFL</p> <p>Clips + Links</p>		<p>New Guidelines PSHE Association Mapping:</p>
<b>1</b>	<p><b>Perseverance and procrastination</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify cases of procrastination and describe famous cases of success through perseverance.</p> <p><b>More challenging:</b> Describe the procrastination cycle and how people can start to break it. Describe the benefits of mastering</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What advice could you offer to Jess?</p> <p><b>More challenging:</b> Why is Jess tidying her room? Explain.</p> <p><b>Mega challenge:</b> Define the terms 'perseverance' and 'procrastination' – how do these apply to Jess's situation?</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class. Optional video clip (PP slide 4) can be shown at this point.</p>	<p><b>Perseverance</b> - persistence in doing something despite difficulty or delay in achieving success.</p> <p><b>Procrastination</b> - the action of delaying or postponing something.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H1</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 L1</b></p>

	<p>perseverance.</p> <p><b>Mega challenge:</b> Explain using new key terminology what happens to a person's mind during the procrastination cycle and why we need to master the skill of perseverance.</p>	<p><b>Task three</b></p> <p><b>Challenge:</b> Describe the meaning in clear terms for a person new to the subject by using the notes you just made.</p> <p><b>More challenging:</b> Note down what a procrastinator might think or say when they reach each stage of the cycle through their lives.</p> <p><b>Mega challenge:</b> Why might a person find it so hard to break the cycle? After completing the 'more challenging', explain your thoughts.</p> <p><b>Task four</b></p> <p><b>Challenge:</b> Using your information sheets and clip notes, write a three paragraph message to Jess, identifying what she is doing by tidying up and what she could do to get her studying back on track. Describe the benefits of perseverance.</p> <p><b>More challenging:</b> Your message must be detailed, describing Jess's avoidance tactics, what she should do to stop this, who she could follow as an example and why.</p> <p><b>Mega challenge:</b> As above but explaining using new key terminology what happens to a person's mind during the procrastination cycle and why she needs to master the skill</p>		<p><b>KS4 L2</b></p> <p><b>KS4 L3</b></p>
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		of perseverance.		
		<p><b>Plenary</b></p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		
2	<p><b>The importance of sleep</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the symptoms of sleep deprivation, the benefits of quality sleep and create an infographic to teach others.</p> <p><b>More challenging:</b> Describe in detail using statistics the benefits of quality sleep and the issues presented by sleep deprivation.</p> <p><b>Mega challenging:</b> Explain articulately the benefits of sleep using new key terminology in the correct</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What do you think happened? Why?</p> <p><b>More challenging:</b> Describe the symptoms of sleep deprivation.</p> <p><b>Mega challenge:</b> Explain why you think our bodies need sleep.</p> <p>Review the starter using PP slide 3.</p> <p><b>Task one (clip link on PP slide 4)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> Create an infographic which must include</p>	<p><b>Sleep deprivation –</b> the term used when a person has had a lack of sleep, which presents itself through negative physical and mental symptoms.</p> <p><b>Melatonin</b> - a hormone which regulates sleep and wakefulness.</p> <p><b>Cognitive function –</b> a term for the workings of the mind including memory function, concentration and decision making.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H9</b></p> <p><b>KS4 H11</b></p> <p><b>KS4 H12</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 H14</b></p> <p><b>KS4 R9</b></p>

	<p>context, and the problems of cognitive function impairment through your infographic.</p>	<p>information on the benefits of sleep, using the statistics and information on your clip notes and info sheet.</p> <p><i>More challenging:</i> Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context.</p> <p><i>Mega challenge:</i> As above, but your infographic must also include full explanation of the benefits of REM sleep and analyse why quality sleep is linked to a longer life expectancy.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		
3	<p><b>Risk taking and decision making</b></p> <p><b>Learning outcomes:</b></p> <p><i>Challenge:</i> Correctly identify why young people take excessive risks and how we can make better decisions.</p> <p><i>More challenging:</i></p>	<p><b>Starter (images on PP):</b></p> <p><i>Challenge:</i> Identify three other good risks and three other bad risks that a young person might take.</p> <p><i>More challenging:</i> Describe a time you took a risk and what the outcome was. It would be great if it's an example you're prepared to share.</p> <p><i>Mega challenge:</i> Why do you think that teens and young adults take more risks? Explain your reasoning fully.</p>	<p><b>Risk</b> – a situation involving the possibility of negative consequences.</p> <p><b>Impaired judgement</b> – a time when your mind isn't thinking clearly. It may be under the influence of alcohol, drugs or peer</p>	<p><b>New PSHE Association</b></p>

	<p>Describe using new key terminology how we can avoid the negative consequences of excessive risk taking through advising the case studies appropriately, explaining the consequences of common risks.</p> <p><b>Mega challenge:</b> Explain in scientific terms why young people are pre-disposed to risk taking and analysing both the long and short term consequences of poor decision making.</p>	<p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> Using the info from the clips and your reading sheets, answer each message saying what you think the issue is some possible consequences and what a solution sensible could be.</p> <p><b>More challenging:</b> Explain to each person using new terminology how they can avoid excessive risk and why the people they write about may be taking these risks.</p> <p><b>Mega challenge:</b> As above, using new key terminology, explanation in scientific terms and analysing both the long and short term consequences of the risk-taking.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>	<p>pressure.</p>	<p><b>mapping:</b></p> <p><b>KS4 H1</b></p> <p><b>KS4 H19</b></p> <p><b>KS4 H20</b></p> <p><b>KS4 H21</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 H23</b></p> <p><b>KS4 H26</b></p> <p><b>KS4 R14</b></p> <p><b>KS4 R20</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R36</b></p> <p><b>KS4 R37</b></p> <p><b>KS4 L22</b></p>
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<p><b>4</b></p>	<p><b>Gambling and online gambling</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the dangers of gambling and how they are everywhere in modern life.</p> <p><b>More challenging:</b> Describe how it can be difficult it can be to avoid situations where you gamble, especially if you've done it before.</p> <p><b>Mega challenge:</b> Explain how online gambling sites use certain methods to hook in young people and why these are hard to resist.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Who is at risk of a gambling addiction here?</p> <p><b>More challenging:</b> Which is more dangerous, online gambling or high street gambling? Why is this do you think?</p> <p><b>Mega challenge:</b> Why is gambling addictive? Analyse.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level.</b></p> <p><b>Task two</b></p> <p>In pairs, you will now play the gambling game. You will use a coin instead of a dice and move 1 place for tails and two places for heads. If you don't have counters, you can write your name and time on the square you land on. No betting on the winner!</p> <p><b>Challenge:</b> Describe the dilemma you found the most difficult and explain why.</p> <p><b>More challenging:</b> If gambling is so harmful, why does the government allow advertising virtually everywhere?</p> <p><b>Mega challenge:</b> 'The best way to stop gambling is never to start.' How valid is this statement? How helpful is it in reality?</p>	<p><b>Dopamine:</b> The 'feel good' chemical our brain releases when we win a game, acquire money, take drugs and drink amongst other things.</p> <p><b>High street gambling:</b> Usually done through betting shops or machines in pubs.</p> <p><b>Online gambling:</b> Usually done through apps or chatrooms online.</p> <p><b>Addiction:</b> When we can't stop ourselves going back for more of that dopamine 'hit', whether through drink, drugs, porn, gambling or smoking.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H9</b></p> <p><b>KS4 H12</b></p> <p><b>KS4 H14</b></p> <p><b>KS4 H18</b></p> <p><b>KS4 H21</b></p> <p><b>KS4 H25</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R37</b></p> <p><b>KS4 L18</b></p> <p><b>KS4 L19</b></p> <p><b>KS4 L20</b></p>
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		<p>Analyse.</p> <p><b>Plenary</b></p> <p><b>Challenge:</b> Describe three ways online gambling sites try to hook in the young and a long term danger to those hooked.</p> <p><b>More challenging:</b> Explain two things your partner has learned today about dopamine's connection to gambling.</p> <p><b>Mega challenge:</b> Explain three things you have learned today using all four of the lesson's key terms.</p>		
5	<p><b>Digital footprints</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify how we can take steps to manage our digital footprints, the types of content we would not want future employers to see and describe what the digital footprint of celebrities has revealed about them, even when deleted.</p> <p><b>More challenging:</b></p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What do we mean by the term 'digital footprint'?</p> <p><b>More challenging:</b> Describe three ways our digital footprint we create now could impact on our later lives.</p> <p><b>Mega challenge:</b> Explain two reasons why it is important we learn about how to manage our digital footprints.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p>	<p><b>Digital Footprint</b> – the information about a particular person that exists on the Internet as a result of their online activity.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 H23</b></p> <p><b>KS4 H26</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R14</b></p> <p><b>KS4 R21</b></p>

	<p>Describe in detail how you will take each steps to manage your digital footprint and how we can take measures to prevent a negative digital footprint by creating a three-step rule before posting.</p> <p><b>Mega challenge:</b> Explain the impact a negative digital footprint can have on our future career and relationship prospects as well as how you can take immediate measures to prevent a negative digital footprint.</p>	<p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> Around your mind map with a partner, identify five pieces of information or things about a person they might not want a future employer/partner to see.</p> <p><b>More challenging:</b> For each point explain why and give one preventative measure.</p> <p><b>Mega challenge:</b> Explain you personally could now manage your digital footprint, using the info sheet.</p> <p><b>Task four (using case studies provided)</b></p> <p><b>Challenge:</b> For each tweet, describe the point the celebrity was trying to make and one thing that reveals about their character.</p> <p><b>More challenging:</b> Explain for each why the celeb deleted the tweet afterwards and what that shows about their character.</p> <p><b>Mega challenge:</b> Analyse, using the tweets as examples, whether digital footprints serve a useful purpose in the public sphere.</p>	<p><b>KS4 R22</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 L22</b></p> <p><b>KS4 L23</b></p> <p><b>KS4 L25</b></p>
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		<p><b>Plenary</b></p> <p>“Protecting your digital footprint is easy – just stop using your real name online.” To what extent do you agree with this statement? Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		
6	<p><b>Personal safety in the wider world</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe the best ways to avoid and manage a variety of risky situations that could endanger our personal safety.</p> <p><b>More challenging:</b> Explain the impact alcohol (or drugs) can have on risky situations, how criminals look for opportunities and how we can prevent crime and accidents.</p> <p><b>Mega challenge:</b> Analyse the most risky situations living in the wider world</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What could you do to help in this situation?</p> <p><b>More challenging:</b> How can we avoid fights in the first place? What is a sensible course of action if someone starts ‘squaring up’ to you?</p> <p><b>Mega challenge:</b> Why are we more likely to take risks after drinking alcohol? Analyse the impact of the gathering crowd on the fight.</p> <p>Review starter using PP slide 3.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p>	<p><b>Personal Safety</b> – The freedom from physical harm and threat of physical harm, and freedom from hostility, aggression and any kind of harassment.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H19</b></p> <p><b>KS4 H20</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 H23</b></p> <p><b>KS4 R20</b></p>

	<p>presents for us and how we can best equip ourselves to manage these, creating a detailed personal safety guide for others.</p>	<p><b>Task three</b></p> <p><b>Challenge:</b> Using your info pack, previous PSHE work and laptops (if available) create a ten point guide on looking after your Personal Safety when out and about in the wider world.</p> <p><b>More challenging:</b> As above, but also linking each situation to how drugs and/or alcohol can maximise risk.</p> <p><b>Mega challenge:</b> Your guide must include a detailed analysis of the most risky situations teens can end up in and an in-depth explanation of how to avoid such situations – and manage them successfully should they ever arise.</p> <p><b>Plenary</b></p> <p>“We focus too much on how to avoid being a victim of crime. We don't focus enough on telling people not to commit crimes.” To what extent do you agree with this statement? Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes</p>		
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<p><b>Assessment</b> – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p> <ul style="list-style-type: none"><li>·</li></ul>
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## Relationships and Sex

	<b>Learning Objectives</b>	<b>Learning activities, Differentiation + Challenge</b>	<b>New key terminology:</b>	<b>Links to lesson:</b>
	<p>Three-way challenge learning objectives for each session.</p>	<p>Starters,</p> <p>Mains Activities</p> <p>Plenaries / AFL</p> <p>Clips + Links</p>		<p>New Guidelines PSHE Association Mapping:</p>
1	<p><b>Bullying and body shaming</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify cases of body shaming, the different types and the hurt this can cause.</p> <p><b>More challenging:</b> Describe the consequences of body shaming, how it affects self-esteem and why people do this.</p> <p><b>Mega challenge:</b> Explain how we can make people</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Is it ok to make jokes like this? What do you think?</p> <p><b>More challenging:</b> Why do you think Danny is so body conscious?</p> <p><b>Mega challenge:</b> Explain what we mean by the term 'body shaming' and analyse whether what happened to Danny was bullying.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p>	<p><b>Body shaming</b> - the action or practice of humiliating someone by making mocking or critical comments about their body shape or size.</p> <p><b>Body image</b> - a person's perception of their physical self and the thoughts and feelings which result from that perception.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H3</b></p> <p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H9</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 H11</b></p>

	<p>feel better about their bodies, using notable or famous examples and role models.</p>	<p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three (using table provided)</b></p> <p>Review the case studies by completing the table at the appropriate <b>challenge level</b>. Discuss ideas as a class.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		<p><b>KS4 H14</b></p> <p><b>KS4 H16</b></p> <p><b>KS4 H18</b></p>
<p><b>2</b></p>	<p><b>Types of relationship</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe different types of 'non-traditional' relationships and ways we can make our school more LGBT+ inclusive.</p> <p><b>More challenging:</b> Explain how we can take our best ideas for an inclusive school</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What type of sexuality might Ishkar identify with?</p> <p><b>More challenging:</b> Why do you think this? How common is this type of sexuality do you think?</p> <p><b>Mega challenge:</b> Analyse what we mean when we say sexuality is 'fluid'.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p>	<p><b>Asexuality</b> – having no sexual feelings or desires for others.</p> <p><b>Monogamy</b> – the most common form of relationship – a sexual relationship that has developed between two people only – as opposed to <b>polygamy</b>, which is between more than two.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R6</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R21</b></p> <p><b>KS4 R34</b></p>



	<p>and put them into practice.</p> <p><b>Mega challenging:</b> Analyse why western society moved towards a monogamous relationship between a man and a woman as being the norm and whether these 'traditional relationships' are actually superior.</p>	<p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three (using article provided)</b></p> <p><b>Challenge:</b> Complete the mind map based on your own ideas and those taken from the article that you think are particularly good.</p> <p><b>More challenging:</b> For each point explain why you think this would be a good idea and how we could put this into practice.</p> <p><b>Mega challenge:</b> Analyse how you could use your knowledge and understanding to help defeat any prejudice or discrimination in our school environment.</p> <p><b>Plenary</b></p> <p>"Traditional relationship styles are best because they reflect traditional values." To what extent do you agree with this statement? Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>	<p><b>'Traditional' relationships</b> – This is a term used by conservative thinkers to describe the monogamous relationship between a man and a woman.</p>	
3	<p><b>Consent, rape and sexual harassment</b></p>	<p><b>Starter (scenario on PP):</b></p> <p><b>Challenge:</b> What should Ryan do now? Why? <i>I think Ryan</i></p>	<p><b>Consent</b> – permission for something to happen or agreement to do</p>	<p><b>New PSHE Association mapping:</b></p>

	<p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify cases where sexual boundaries have been crossed and a crime has been committed.</p> <p><b>More challenging:</b> Classify cases according to sexual crime, explaining how you know which it is. Describe whether society does enough to prevent these.</p> <p><b>Mega challenge:</b> Explain why many people don't report sexual crimes and analyse whether our society could do more to prevent sexual crimes.</p>	<p><i>should ... because..</i></p> <p><b>More challenging:</b> Define the terms consent, rape and sexual harassment.</p> <p><b>Mega challenge:</b> Explain the difference between statutory rape, date rape, acquaintance rape and sexual assault. Which does this scenario risk being if Ryan makes the wrong decision?</p> <p>Review starter using PP slide 2.</p> <p><b>Task one (clip link on PP slide 4)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three (using case studies provided)</b></p> <p><b>Challenge:</b> Read through your case studies sheet and discuss with your partner what you think the victim should do now and if you think a crime has been committed.</p> <p><b>More challenging:</b> Identify in each case whether a crime has been committed and state which type of criminal behaviour it is.</p>	<p>something</p> <p><b>Rape</b> – having sex with someone without consent</p> <p><b>Sexual assault</b> – anything physical sexually leading up to sex without consent.</p> <p><b>Sexual Harassment</b> – harassment in a workplace, or other professional or social situation, involving the making of unwanted sexual advances or obscene remarks.</p>	<p><b>KS4 R1</b></p> <p><b>KS4 R3</b></p> <p><b>KS4 R7</b></p> <p><b>KS4 R8</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R11</b></p> <p><b>KS4 R18</b></p> <p><b>KS4 R20</b></p> <p><b>KS4 R30</b></p> <p><b>KS4 R31</b></p>
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		<p><b>Mega challenge:</b> As above but also explain how you know it is that particular criminal activity.</p> <p>Review ideas as a class.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
4	<p><b>What makes good sex?</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify what makes good, safe, healthy sex.</p> <p><b>More challenging:</b> Describe the factors we need to consider to enjoy a healthy sex life, what is normal and healthy and why.</p> <p><b>Mega challenge:</b> Explain articulately how the case studies can manage healthy and fulfilling sex lives using new terminology</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Is this a good idea? What do you think?</p> <p><b>More challenging:</b> What if this was the other way round and Craig wanted 'to get it over with' – would this change your opinion?</p> <p><b>Mega challenge:</b> Explain whether you think Tia is likely to enjoy this experience based on her current mindset.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p>	<p><b>Masturbation -</b> stimulation of the genitals with the hand for sexual pleasure.</p> <p><b>Orgasm -</b>The peak of pleasurable sexual excitement, with a series of involuntary contractions of the muscles of the genitals, usually accompanied by the ejaculation of semen by the male.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H26</b></p> <p><b>KS4 H29</b></p> <p><b>KS4 R1</b></p> <p><b>KS4 R2</b></p> <p><b>KS4 R6</b></p> <p><b>KS4 R8</b></p> <p><b>KS4 R11</b></p> <p><b>KS4 R18</b></p>

	<p>in the correct context.</p>	<p><b>Task three (using case studies provided)</b></p> <p><b>Challenge:</b> Create clear and helpful replies using your info sheets and clip answers.</p> <p><b>More challenging:</b> Explain to each person why they feel as they do, what is normal and where appropriate use statistics in your explanation.</p> <p><b>Mega challenge:</b> As above, writing articulately and using new terminology in the correct context.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		
5	<p><b>Safe sex and chem sex</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe what we mean when we talk about 'safe sex' and identify situations where sex is neither safe or legal.</p> <p><b>More challenging:</b> Explain the dangers behind different unsafe sex</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What is GHB? What do you think 'chem sex' means?</p> <p><b>More challenging:</b> Why might chem sex be dangerous do you think? What could go wrong? What else do we need to think about when we are talking about having 'safe sex'?</p> <p><b>Mega challenge:</b> 'Safe sex' is mostly about using contraception to avoid pregnancy and STIs. Analyse the validity of this statement.</p>	<p><b>Chem Sex –</b> The sexual activity engaged in while under the influence of stimulant drugs such as methamphetamine, GHB or mephedrone, sometimes involving several participants.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 R2</b></p> <p><b>KS4 R3</b></p> <p><b>KS4 R6</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R20</b></p>

	<p>scenarios, including chem sex and why these are unsafe or illegal.</p> <p><b>Mega challenge:</b> Analyse what the short and long term consequences might be of different unsafe sex scenarios and explain these in detail.</p>	<p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three (using case studies provided)</b></p> <p>Read the case studies and complete the tasks at your <b>challenge level</b>. We will then go through each scenario as a class so be prepared to feedback and justify your answers.</p> <p><b>Plenary</b></p> <p>“The best piece of advice anyone can give about safe sex is to be completely sober beforehand.” To what extent do you agree with this statement? Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>		<p><b>KS4 R23</b></p> <p><b>KS4 H23</b></p> <p><b>KS4 H19</b></p> <p><b>KS4 H20</b></p> <p><b>KS4 H21</b></p>
6	<p><b>Relationship break-ups</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify how we can help our friends and ourselves to mend a broken heart after</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What do you think it would be like to be friends with Tina at the moment?</p> <p><b>More challenging:</b> How could Tina's friends help her to get out of this negative state of mind?</p> <p><b>Mega challenge:</b> Explain why you think Tina is finding it so</p>	<p><b>Grief</b> – intense sorrow, felt usually after a death but can also be felt at the end of a long-term relationship.</p> <p><b>Amicable break-up</b> – a break up where the</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p> <p><b>KS4 H4</b></p>

	<p>a break-up.</p> <p><b>More challenging:</b> Describe the best ways we can help distract our friends and ourselves from grief and help manage emotions.</p> <p><b>Mega challenge:</b> Explain the meaning of new key terminology and use these phrases articulately in the correct context to communicate key messages to others.</p>	<p>difficult to move on.</p> <p>Review starter using PP slide 3.</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p>Using the information in your hand-out, clips and the laptops (if available), create a noticeboard with the aim of teaching other KS4 students how to get over break-ups. Ensure that your noticeboard covers the criteria of your LO <b>challenge level.</b></p> <p><b>Plenary</b></p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>	<p>two individuals stay civil, don't attack each other and respect each other's boundaries.</p>	<p><b>KS4 H5</b></p> <p><b>KS4 H6</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H10</b></p> <p><b>KS4 R9</b></p> <p><b>KS4 R11</b></p> <p><b>KS4 R12</b></p> <p><b>KS4 R13</b></p>
7	<p><b>Happiness and positivity</b></p> <p><b>Learning Outcomes:</b></p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What do we mean by the term 'positivity'? What has Emma done today that might have made her feel more positive?</p>	<p><b>Positivity</b> – The practice of or tendency to be positive or optimistic in</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 H2</b></p>

	<p><b>Challenge:</b> Describe different ways we can help ourselves and others to improve our moods in a healthy way when we feel a little low.</p> <p><b>More challenging:</b> Explain how certain activities can help to improve our moods and make us feel more positive as well as why these tips work.</p> <p><b>Mega challenge:</b> Analyse the short and long term benefits of the different healthy ways we can improve our own and other people's moods.</p>	<p><b>More challenging:</b> Why have these busy activities changed Emma's mood? Explain your ideas in full.</p> <p><b>Mega challenge:</b> Analyse the difference between feeling 'a little low' and being depressed. Can we always help ourselves so simply?</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three: mind map</b></p> <p><b>Challenge:</b> Around your mind map write at least five things that make you feel happy or positive – it could be an activity, the name of a family member you talk to – anything that helps you smile.</p> <p><b>More challenging:</b> For each point explain why you think it is that this makes you feel more positive.</p> <p><b>Mega challenge:</b> Analyse how you could use the knowledge of what makes you happy to make others feel better if they're feeling low.</p>	<p>attitude.</p>	<p><b>KS4 H4</b></p> <p><b>KS4 H5</b></p> <p><b>KS4 H6</b></p> <p><b>KS4 H7</b></p> <p><b>KS4 H8</b></p> <p><b>KS4 H10</b></p>
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#### **Task four: happiness dice**

**Challenge:** For each side of the cube, use your mind map to fill each face with a different idea about how you can make yourself feel a little happier when you're feeling low.

**More challenging:** For each idea, explain why this would make you feel better. You can use your info sheet to help you with this.

**Mega challenge:** Explain how each of the activities will help you not only feel happy in the short term but boost your positivity in the long term – e.g. trying something new like cooking a meal that you haven't before. Not only will you enjoy the activity (as well as eating the food) but in the long term you have acquired a new skill that you can use again.

#### **Plenary**

EITHER:

a) "If it makes you happy, it can't be that bad."

OR:

b) "Everybody has a different idea of happiness."

To what extent do you agree with this statement? Complete your literacy focus sheet at your **challenge level** and be prepared to feedback your ideas in ten minutes.



**Assessment** – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.

There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).

## Living in the Wider World (1)

	<b>Learning Objectives</b>	<b>Learning activities, Differentiation + Challenge</b>	<b>New key terminology:</b>	<b>Links to lesson:</b>
	<p>Three-way challenge learning objectives for each session.</p>	<p>Starters,</p> <p>Mains Activities</p> <p>Plenaries / AFL</p> <p>Clips + Links</p>		<p>New Guidelines PSHE Association Mapping:</p>
1	<p><b>Animal rights and sustainability</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify arguments for animals rights and minimising our consumption of meat.</p> <p><b>More challenging:</b> Explain why we need to consume less meat and your opinion on whether animals should have rights as well as the counter arguments.</p> <p><b>Mega challenge:</b> Explain</p>	<p><b>Starter (information on PP)</b></p> <p><b>Challenge:</b> Why do we eat pigs and not dogs in our culture?</p> <p><b>More challenging:</b> Explain any problems you are aware of with the meat industry and our consumption of animal products.</p> <p><b>Mega challenge:</b> Should animals have rights or should their welfare be decided by humans? Explain an idea from either side.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p>	<p><b>Animal Rights</b> - Rights of animals, as set by the UN (but optional for countries).</p> <p><b>Sustainability</b> – maintaining an ecological balance through avoiding depletion of natural resources.</p> <p><b>Vegan</b> – someone who does not consume any animal products.</p> <p>Flexitarian – someone</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L18</b></p> <p><b>KS4 H11</b></p> <p><b>KS4 H18</b></p> <p><b>KS4 R28</b></p>

	<p>articulately using new key terminology in the correct context the arguments and counter arguments for reducing meat consumption, analysing whether a meat tax should be introduced.</p>	<p><b>Task three</b></p> <p><b>Challenge:</b> Complete Tom and Bek's discussion with a partner, in the form of a one page long role play. You will have chance to show them in 15 mins.</p> <p><b>More challenging:</b> You must explain thoroughly the arguments for eating less meat focusing on sustainability, health and animal rights.</p> <p><b>Mega challenge:</b> As above including all the new key terminology from today, used in the correct context through counter arguments.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>	<p>who rarely eats meat and when they do, purchase sustainable produce.</p>	
2	<p><b>Pollution, plastics, and the environment</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify and describe problems plastic pollution currently presents and how we can help waste minimisation.</p>	<p><b>Starter</b></p> <p><b>Challenge:</b> Write down every snack you ate yesterday. Circle the ones with plastic packaging. What did you do with the packaging when you finished the snack?</p> <p><b>More challenging:</b> Where does our plastic rubbish go? Explain your ideas.</p> <p><b>Mega challenge:</b> Why does plastic cause more problems to our environment compared to many other packaging materials? Analyse.</p>	<p><b>Pollution</b> – the presence in or introduction into the environment of a substance which has harmful or poisonous effects.</p> <p><b>Waste minimisation</b> - processes and practices intended to reduce the amount of waste</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L18</b></p> <p><b>KS4 H11</b></p> <p><b>KS4 H18</b></p> <p><b>KS4 R28</b></p>

	<p><b>More challenging:</b> Explain the main issues articulately using new key terminology and statistics. Describe alternative solutions.</p> <p><b>Mega challenging:</b> Analyse why pollution is increasing from the developing world, the extent to which our individual actions can help and why plastic as a material is so problematic.</p>	<p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> Using your info sheet, clip answers and source pack, create a leaflet for students describing why excessive plastic use is such a problem, what you can do to help waste minimisation and what could happen if we don't.</p> <p><b>More challenging:</b> As above, but also using the terms sustainability, pollution, biodegradability and three statistics explained articulately.</p> <p><b>Mega challenge:</b> You must also explain the waste management flowchart clearly and explain how our individual actions fit in to the diagram, the influence they have and why you think developing countries are currently some of the world's biggest polluters.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>	<p>produced.</p> <p><b>Biodegradability</b> - the capacity of a material to decompose as a result of biological activity (microbes breaking the substance down over time).</p>	
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<p><b>3</b></p>	<p><b>Globalisation</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Identify the different forms of globalisation from case studies and the negative and positive aspects of globalisation.</p> <p><b>More challenging:</b> Describe negative and positive aspects of economic, cultural and political globalisation and explain whether globalisation is now unstoppable.</p> <p><b>Mega challenge:</b> Analyse whether globalisation is unstoppable and whether overall it is a positive or negative world development. Create case studies which describe aspects of cultural, economic and political development for other students to analyse.</p>	<p><b>Starter (image on PP):</b></p> <p><b>Challenge:</b> What do you think this is a map of? Why?</p> <p><b>More challenging:</b> What do the areas most densely coloured green have in common? Why do you think this?</p> <p><b>Mega challenge:</b> Define the term globalisation and explain one positive and one negative aspect of this world development.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three (using case studies provided)</b></p> <p><b>Challenge:</b> For each case study, identify which type of globalisation is being talked described and one positive and negative aspects.</p> <p><b>More challenging:</b> Describe the positives and negatives of each case study in respect for each of its forms as detailed in the case study.</p> <p><b>Mega challenge:</b> Explain your reasoning and create two further case studies of your own for a partner to complete.</p>	<p><b>Economic Globalisation</b> – expansion of free movement of goods, trading and financial services around the world.</p> <p><b>Cultural Globalisation</b> – expansion of culture, ideas, values and media around the world.</p> <p><b>Political Globalisation</b> – expansion of political co-operation and interaction between countries.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L18</b></p> <p><b>KS4 H18</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 R28</b></p>
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		<p><b>Plenary</b></p> <p>“Globalisation is unstoppable. Furthermore, we shouldn't want it to stop.”</p> <p>To what extent do you agree with this statement?</p> <p>Complete your literacy focus task at your challenge level.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
4	<p><b>Multiculturalism (British Values)</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Identify different views about multiculturalism and clearly express your own opinions through literacy and debate tasks.</p> <p><b>More challenging:</b> Describe different British Values and explain both arguments for and against multiculturalism. Explain if it has been a success in the UK.</p> <p><b>Mega challenge:</b> Analyse why some people think multiculturalism is a failed experiment and explain the</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What changes might this old man be talking about?</p> <p><b>More challenging:</b> Does this statement reflect what we know to be 'British Values'? Explain why / why not.</p> <p><b>Mega challenge:</b> Define three fundamental British Values and the term 'multiculturalism'. Why do some people criticise multiculturalism? Explain.</p> <p>Review starter using PP slide 3 (British Values task).</p> <p><b>Task one (clip link on PP slide 4)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p>	<p><b>Multiculturalism</b> – the presence of, or support for the presence of, several distinct cultural or ethnic groups within a society.</p>	<p><b>Citizenship Focus Lesson – British Values</b></p> <p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L28</b></p> <p><b>KS4 L29</b></p> <p><b>KS4 R34</b></p>

	<p>counter arguments to this as well as your own viewpoints in detail. Categorise fundamental British Values correctly.</p>	<p><b>Plenary</b></p> <p>“Multiculturalism is a failed experiment.”</p> <p>To what extent do you agree with this statement? Complete your literacy focus sheet at your challenge level using your information sheet and completed clip task. Be prepared to feedback your ideas in the great class</p> <p><b>Multiculturalism Debate</b> in fifteen minutes.</p>		
5	<p><b>Right-wing extremism</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe the meaning of right wing extremism, who the different right wing groups are and what they stand for.</p> <p><b>More challenging:</b> Explain why some people believe right wing extremism to be on the rise, using new key terminology in the correct context.</p> <p><b>Mega challenge:</b> Analyse why there has been a rise in right wing extremism in the US as well as the UK and whether</p>	<p><b>Starter (images on PP)</b></p> <p><b>Challenge:</b> What do you see in these images? What do you think we mean by the terms ‘right wing’ and ‘extremism’?</p> <p><b>More challenging:</b> Describe how right-wing extremism has been in the news lately (it can be from anywhere in the world).</p> <p><b>Mega challenge:</b> Some journalists have stated that right-wing extremism is on the rise at the moment. Why might this be? Explain.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p>	<p><b>Right-wing extremism</b> – Focusing on the superiority of your ethnic/racial/ religious group above all others to the extent that other types of people are discriminated against and / or seen as inferior.</p> <p><b>Nationalism</b> – the concept that your country is superior to all others and its people deserve better treatment and living conditions – even at the expense of people from</p>	<p><b>Citizenship Focus Lesson – British Values</b></p> <p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L28</b></p> <p><b>KS4 L29</b></p> <p><b>KS4 R34</b></p> <p><b>KS4 R35</b></p> <p><b>KS4 R37</b></p> <p><b>KS4 R38</b></p>

	<p>extremism in all forms is equally as dangerous.</p>	<p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> Using your information and clip notes sheets, create an infographic which must include information on the numbers and statics relating to the rise of right-wing extremism and British Values.</p> <p><b>More challenging:</b> Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context.</p> <p><b>Mega challenge:</b> As above, but your infographic must also explain the difference between nationalism and patriotism and why there has been a rise in America as well as the UK.</p> <p><b>Plenary</b></p> <p>“Extremism in all its forms is equally dangerous.”</p> <p>To what extent do you agree with this statement?</p> <p>Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes.</p>	<p>other nations or migrants to your country.</p>	
6	<p><b>Internet safety: the dark web</b></p> <p><b>Learning Outcomes:</b></p>	<p><b>Starter (using images on PP)</b></p> <p><b>Challenge:</b> How does this image of an iceberg represent the internet?</p> <p><b>More challenging:</b> Explain what we mean by the term ‘dark</p>	<p><b>Dark Web</b> - the name given to specific websites which are not accessible through normal search engines.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L25</b></p>



	<p><b>Challenge:</b> Correctly identify the dangers of accessing, browsing and purchasing from the dark web.</p> <p><b>More challenging:</b> Describe the differences between the dark web and the visible web and how criminal activity is detected online.</p> <p><b>Mega challenge:</b> Explain the legal ramifications and consequences of illegal web activity, and use new terminology to explain how the dark web operates.</p>	<p>web'.</p> <p><b>Mega challenge:</b> Explain what you believe the difference to be between the visible web (the internet accessed by search engines) and the dark web.</p> <p><b>Task one (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task two (video clip link on PP slide 4)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task three</b></p> <p><b>Challenge:</b> Using your information, clip notes and news article sheets, create an infographic which must include information and statistics on the dangers posed by the dark web both for individual users and society.</p> <p><b>More challenging:</b> Your infographic must include detailed information on all new key terminology used in the correct context, with relevant statistics explained and examples of consequences for criminals.</p> <p><b>Mega challenge:</b> As above, but your infographic must also explain how the dark web operates, why it is so tempting for criminals to use and the legal ramifications of your actions</p>	<p>Special software or networks are needed in order for it to be accessed.</p> <p><b>Visible Web</b> - the internet accessed by search engines, this is the internet we are most familiar with.</p> <p><b>Tor</b> – a browser used to hide your location and identity, used by people to access the dark web.</p>	<p><b>KS4 L20</b></p> <p><b>KS4 L17</b></p> <p><b>KS4 R37</b></p> <p><b>KS4 R38</b></p> <p><b>KS4 R22</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 H23</b></p>
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		<p>on the dark web, using detailed examples.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your challenge level.</p> <p>Be prepared to feedback and justify your ideas to the class</p>		
7	<p><b>Cybercrime and online fraud</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify different types of cybercrime scams and how you can identify phishing and other scam emails.</p> <p><b>More challenging:</b> Describe what the different types of scams are and what they look like.</p> <p><b>Mega challenge:</b> Explain what techniques are used to hook people in to phishing and other online scams through assessing examples.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What should Hannah do now?</p> <p><b>More challenging:</b> Describe what may be happening to Hannah in this instance. What makes you think this? Why?</p> <p><b>Mega challenge:</b> Define the following terms: phishing, fraud and cybercrime.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three (using sources provided)</b></p> <p><b>Challenge:</b> What type of scam is it? It can be more than one.</p>	<p><b>Phishing</b> – fraudulent practice of sending emails purporting to be from reputable companies in order to induce individuals to reveal personal information, such as passwords and credit card numbers</p> <p><b>Fraud</b> – wrongful or criminal deception intended to result in financial or personal gain</p> <p><b>Cybercrime</b> - criminal activities carried out by means of computers or the Internet.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L25</b></p> <p><b>KS4 L20</b></p> <p><b>KS4 R38</b></p> <p><b>KS4 H22</b></p> <p><b>KS4 H23</b></p>

	<p>More challenging: How do you know? Explain in full.</p> <p>Mega challenge: What techniques and traps has the scammer used? Why?</p> <p>Review using table on PP slide 6.</p> <p><b>Plenary</b></p> <p>Complete your literacy focus task at your challenge level. Be prepared to feedback and justify your ideas to the class.</p>		
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<p><b>Assessment</b> – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>
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## Living in the Wider World (2)

	<b>Learning Objectives</b>  Three-way challenge learning objectives for each session.	<b>Learning activities, Differentiation + Challenge</b>  Starters,  Mains Activities  Plenaries / AFL  Clips + Links	<b>New key terminology:</b>	<b>Links to lesson:</b>  New Guidelines PSHE Association Mapping:
1	<b>GCSE revision and study skills</b>  <b>Learning Outcomes:</b>  <b>Challenge:</b> Correctly identify ways we can successfully revise and prepare for our exams  <b>More challenging:</b> Explain why the preparation techniques work and how we can successfully apply them to our lives.	<b>Starter (images on PP)</b> <b>Challenge:</b> What revision methods can you see in these pictures?  <b>More challenging:</b> Order the revision methods in terms of effectiveness in your opinion. Be prepared to justify your ideas to the class.  <b>Mega challenge:</b> Are there any important revision methods missing? Explain any others you can think of and why they are important.  <b>Task one (video clip link on PP slide 3)</b>  Students watch video clip and answer the questions at their <b>challenge level.</b>	<b>Consolidation</b> – when your brain takes the information you have learned and makes a medium term imprint when you are doing something else. This makes you able to recall the information.  <b>Application</b> – when you apply the info you have learned. This is the only way you can help your brain with consolidation through	<b>New PSHE Association mapping:</b>  <b>KS4 L1</b>  <b>KS4 L2</b>

	<p><b>Mega challenge:</b> Create examples using the techniques, applying our learning in a variety of subjects.</p>	<p><b>Task two (using information sheet provided)</b></p> <p>Students read each of the case studies in pairs and answer the questions at the appropriate <b>challenge level and above</b>.</p> <p>Review using PP slides 5-7.</p> <p><b>Plenary</b></p> <p>Revision strategies – embrace or avoid?</p> <p>Draw out and complete three more on each side of the table from today's lesson.</p>	<p>revision. We will look at practical ways to apply learning today.</p>	
2	<p><b>Applying to college or university</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify the main things we need to consider and be aware of before we apply</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> What does Nasrin need to decide first?</p> <p><b>More challenging:</b> How could Nasrin make an informed choice about college or university? What does she need to know?</p> <p><b>Mega challenge:</b> Why is it important we spend time</p>	<p><b>UCAS</b> – Universities and Colleges Admissions Service</p> <p><b>Personal Statement</b> – Detailing your relevant skills, experience or</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L1</b></p> <p><b>KS4 L2</b></p>

<p>for further education</p> <p><b>More challenging:</b> Describe what you think the most important things to consider are before applying for further education</p> <p><b>Mega challenging:</b> Explain with reference to statistics and figures whether you believe university to be worthwhile as an investment, considering costs, time and commitment needed.</p>	<p>researching courses and institutions in depth before we apply?</p> <p><b>Task one (clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three</b></p> <p><b>Challenge:</b> Using your information and clip notes sheets, create an infographic which must include information on the main things you need to consider when applying to university or college.</p> <p><b>More challenging:</b> Your infographic must include detailed information on all subheadings on your sheet, with new key terminology used in the correct context.</p> <p><b>Mega challenging:</b> As above, but your infographic must also include statistics about three institutions of your choice (pick ones you are interested in).</p> <p><b>Plenary</b></p> <p>Complete your literacy focus sheet at your <b>challenge level</b></p>	<p>achievements as well as your ambitions and interests, this cover information will be received by all institutions you apply to.</p> <p><b>Tuition fees</b> - costs for your course you will have to pay</p> <p><b>Student loans</b> – loans to cover all study related costs, paid back through your wages when you earn above a certain level.</p>	<p><b>KS4 L3</b></p> <p><b>KS4 L4</b></p> <p><b>KS4 L5</b></p> <p><b>KS4 L6</b></p> <p><b>KS4 L10</b></p> <p><b>KS4 L16</b></p> <p><b>KS4 L17</b></p>
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		and be prepared to feedback your ideas in ten minutes.		
<b>3</b>	<p><b>Independent living</b></p> <p><b>Learning outcomes:</b></p> <p><b>Challenge:</b> Correctly identify whether the case studies are ready to live independently and the advantages and disadvantages of this.</p> <p><b>More challenging:</b> Describe the issues young people face living independently and the best way we can prepare for independent adult lives.</p> <p><b>Mega challenge:</b> Explain how we can make a success of living independently by being law abiding, financially capable and self-sufficient.</p>	<p><b>Starter (scenario on PP):</b></p> <p><b>Challenge:</b> Does Tamia sound ready to move out from her parents' home yet? Why / why not?</p> <p><b>More challenging:</b> How Tamia could have better prepared for this major life event. Explain three ideas in full.</p> <p><b>Mega challenge:</b> Analyse what long and short-term possible problems Tamia and Chelsey could encounter by living together.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Watch video clip and answer questions at the appropriate <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task three (using case studies provided)</b></p> <p>For each case study, complete the table to the appropriate <b>challenge level.</b></p>	<p><b>Financially capable –</b> able to manage our income and out-goings (budget) responsibly, not overspend or get into too much debt.</p> <p><b>Law-abiding –</b> Living by the law of the country we live in.</p> <p><b>Self-sufficient –</b> being able to provide for ourselves, without having to rely too much on family, friends or partners.</p>	<p><b>Year 11 Folder:</b></p> <p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L6</b></p> <p><b>KS4 L16</b></p> <p><b>KS4 L17</b></p> <p><b>KS4 L18</b></p> <p><b>KS4 L19</b></p> <p><b>KS4 L21</b></p> <p><b>KS4</b></p>



		<p><b>Plenary</b></p> <p>Complete your literacy focus task at your <b>challenge level</b>.</p> <p>Be prepared to feedback and justify your ideas to the class.</p>		
4	<p><b>Preparing for job interviews</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify good ways to prepare for a job interview.</p> <p><b>More challenging:</b> Describe what applicants could do to improve their chances of securing employment through job interviews.</p> <p><b>Mega challenge:</b> Explain why some applicants would be picked over others by putting yourself in the position of the employer.</p>	<p><b>Starter (images on PP)</b></p> <p><b>Challenge:</b> Which two steps have happened to get to the job interview stage?</p> <p><b>More challenging:</b> Describe the meaning of employability and three personal qualities all employers look for.</p> <p><b>Mega challenge:</b> Who might you expect to meet at a job interview? Name three people and explain why.</p> <p>Review starter using PP slide 3 (British Values task).</p> <p><b>Task one (clip link on PP slide 4)</b></p> <p>Students watch video clip and complete the table at their <b>challenge level</b>.</p> <p><b>Task two (using information sheet provided)</b></p> <p>Students pick a job out of the hat. Then, in pairs, students role play job interviews, using the commonly asked questions as prompts. Students playing the interviewer role complete a 'what went well – even better if' feedback</p>	<p><b>Job Interview</b> – An important part of the recruitment process where you usually meet your direct manager and are asked questions and possibly perform tasks to see how suitable you would be for the job.</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L1</b></p> <p><b>KS4 L2</b></p> <p><b>KS4 L5</b></p> <p><b>KS4 L7</b></p> <p><b>KS4 L8</b></p> <p><b>KS4 L9</b></p> <p><b>KS4 L10</b></p> <p><b>KS4 L23</b></p>

		<p>sheet for their partner, then swap roles.</p> <p><b>Plenary</b></p> <p>Finish the sentences in your book:</p> <p>Three important ways a candidate can prepare for a job interview are....</p> <p>A question I found difficult in my practice interview was.... because.....</p> <p>I would prepare for this better in real life by.....</p> <p>If my friend had a job interview and asked for one piece of advice I'd say.....</p>		
5	<p><b>Health and safety at work</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Correctly identify a variety of possible Health and Safety hazards that can arise at work and how employers and employees must negotiate these.</p> <p><b>More challenging:</b> Explain why workplaces must abide</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>Challenge:</b> Dodgy Dave says his first day working in the café went really well. Looking at the images, however, what do you think he did wrong?</p> <p><b>More challenging:</b> Describe possible consequences of each hazard.</p> <p><b>Mega challenge:</b> Explain how these hazards could have been avoided if Dodgy Dave had followed Health and Safety procedures correctly.</p>	<p><b>Health and Safety at Work Act</b> – The 1974 legislation that states you must be kept as safe as possible at your workplace.</p> <p><b>Risk Assessment</b> - something employers must do to identify hazards in the workplace – they must</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L1</b></p> <p><b>KS4 L3</b></p> <p><b>KS4 L4</b></p> <p><b>KS4 L5</b></p> <p><b>KS4 L7</b></p>

	<p>by Health and Safety procedures and the possible consequences for both parties if they don't.</p> <p><b>Mega challenge:</b> Explain, using today's key terminology how employers use Health and Safety procedures to protect both employees and themselves. Create some of your own procedures for a variety of workplace scenarios.</p>	<p><b>Task one (using information sheet provided)</b></p> <p>Read the information sheet together as a class.</p> <p><b>Task two (video clip link on PP slide 4)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task three (using case studies provided)</b></p> <p><b>Challenge:</b> Read your case studies carefully. For each one identify any potential hazards and the possible consequences for both employer and employee in each scenario.</p> <p><b>More challenging:</b> For each scenario you must explain whether and how the employee broken the Health and Safety Act. How could the hazard have been avoided?</p> <p><b>Mega challenge:</b> For each scenario explain - how would you write a Health and Safety Procedure to ensure employee safety so far as possible? What further steps might you expect to be taken as an employee?</p> <p><b>Plenary</b></p> <p>“Health and Safety requirements are just common sense.”</p> <p>To what extent do you agree with this statement?</p>	<p>train you on negotiating these accordingly.</p> <p><b>Health and Safety Policy</b> – A policy outlining how Health and Safety is managed in your workplace.</p>	<p><b>KS4 L8</b></p> <p><b>KS4 L10</b></p> <p><b>KS4 L13</b></p> <p><b>KS4 H13</b></p> <p><b>KS4 H21</b></p> <p><b>KS4 H22</b></p>
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		Complete your literacy focus sheet at your <b>challenge level</b> and be prepared to feedback your ideas in ten minutes		
<b>6</b>	<p><b>Trade unions</b></p> <p><b>Learning Outcomes:</b></p> <p><b>Challenge:</b> Describe what trade unions are and how they help employees.</p> <p><b>More challenging:</b> Explain how a trade union could aid the employee in this case study</p> <p><b>Mega challenge:</b> Hypothesise whether trade union membership has increased since the recession, explaining your answer in full.</p>	<p><b>Starter (scenario on PP)</b></p> <p><b>More challenging:</b> Has the employer broken the law? How?</p> <p><b>Mega challenge:</b> Explain the definition of a trade union.</p> <p><b>Task one (video clip link on PP slide 3)</b></p> <p>Students watch video clip and answer the questions at their <b>challenge level.</b></p> <p><b>Task two (using information sheet provided)</b></p> <p><b>Challenge:</b> Label and illustrate the five main aims of trade unions on your sheet.</p> <p><b>More challenging:</b> Explain why each aim is important to workers.</p> <p><b>Mega challenge:</b> Hypothesise whether union membership has increased or decreased during the recession. Explain your reasoning in detail.</p> <p><b>Plenary</b></p> <p>Identify <b>two</b> reasons why people decide to join a trade union.</p> <p>What is the TUC?</p>	<p><b>Trade Unions</b> – a group you can join who help fight for your rights at work.</p> <p>Employment contract – what your boss has to give you which outlines your rights and responsibilities.</p> <p><b>TUC</b> – Trade Union Congress (a federation of trade unions) in England and Wales, representing the majority of trade unions</p>	<p><b>New PSHE Association mapping:</b></p> <p><b>KS4 L5</b></p> <p><b>KS4 L6</b></p> <p><b>KS4 L7</b></p> <p><b>KS4 L8</b></p> <p><b>KS4 L13</b></p> <p><b>KS4 L14</b></p> <p><b>KS4 L15</b></p>

<p><b>Assessment</b> – optional depending on the systems used in school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p>
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