**Lessons: Things to think about when planning lessons: OFSTED’s focus is moving away from exam results towards a broad curriculum / new guidance for PSHE coming in for September 2020 will place a greater focus on the quality of PSHE provision.**

* Signposting access to external agencies and safeguarding staff in school.
* Scaffolded activities / mini-plenaries, actively engaging lessons which develop students PSHE skills
* How and what are you assessing? How is this fed back to students and parents?
* Development of strong subject-specific vocabulary skills.
* Highlighting skills being used / British Values addressed (noted at the bottom of the learning objectives)
* Differentiation: Differentiated Learning Objectives (e.g. Secured learning – low end of Blooms skills; Extend – middle Blooms skills; Exceed – High end of Blooms skills), support for Low Ability students (“I’m stuck” signposted activity) and extended and developed learning for High Ability (Challenge signposted activity).
* Do you know who your Pupil Premium students are? What have you done to close the gap and then push PP students higher than non-PP students (The whole curriculum is PP focused!)
* Do you know students where these topics may be flashpoints for them (speak to safeguarding); do students know what topics are coming up (so a conversation can be had in advance?)

**Autumn Term – Building Resilience and Safeguarding (Session\*s A-F)**

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| **Session** | **Themes taken from the PSHE Association guidance.** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11****Assemblies** | **Spiritual, Moral, Social, Cultural (SMSC) Development. British Values** | **Outcomes** | **Literacy** | **Numeracy** |
| **A** | Building resilience & Safeguarding | **TRANSITION – WEEK 1** | **P12 – SAFETY AND VULNERABILITY**What makes me Vulnerable?Variety of Scenarios. | **P12 – SAFETY AND VULNERABILITY**Safety in the Community. | **P12 – SAFETY AND VULNERABILITY**Personal Safety.“Ask for Angela”Sexual Assault.  | See assembly plan for year 11 curriculum.  | Soc, C, Rule, Liberty, Mutual Respect | 5 Part protective behaviours programme – See lesson plans for specific outcomes. ------------------ | **Project 12 / Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning,  | **Project 12** Statistics |
| **B** | Building resilience & Safeguarding | **TRANSITION – WEEK 2** | **P12 – GENDER AND HEALTHY RELATIONSHIPS**Define Healthy Relationships and risky behaviours.  | **P12 – GENDER AND HEALTHY RELATIONSHIPS**Tackling prejudice, discrimination and stereotypes.Disability hate crime. (End the Awkward programme) | **P12 – GENDER AND HEALTHY RELATIONSHIPS**Relationship Abuse.(Black Country Women’s Aid) |  | M, Soc, C, Rule, Liberty, Mutual Respect  | See P12 session plans for outcomes | **Project 12 / Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning | Project 12 |
| **C** | Building resilience & Safeguarding | **TRANSITION – WEEK 3** | **P12 – EXPLOITATION, COERCION AND CONSENT**Sexting, inappropriate use of Social. (CEOP) | **P12 – EXPLOITATION, COERCION AND CONSENT**CSE, grooming, trafficking. (CEOP – Consequences) | **P12 – EXPLOITATION, COERCION AND CONSENT**Personal SafetySexual assault stereotypes.(#Metoo, Everyday sexism project, Terry Crews), Dear Daddy. (CEOP) |  | M, Soc, C, Rule, Liberty, Mutual Respect | See P12 session plans for outcomes | **Project 12 / Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning | Project 12 |
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| **D** | Building resilience & Safeguarding | **P12 – SAFETY AND VULNERABILITY**Project 12 resources, Session 1 introduction. | **P12 – PREPARING TO STAY SAFE**Knife and Violent Crime. Top tips for personal safety.Accessing Help. | **P12 – PREPARING TO STAY SAFE**Knife and Violent Crime.Antisocial behaviour.Keeping the community safe.  | **P12 – PREPARING TO STAY SAFE**Knife and Violent CrimeConsequences of gang and knife related crime.  |  | Soc, C, Rule, Liberty, Mutual Respect | See P12 session plans for outcomes | **Project 12 / Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning | Project 12 |
| **E** | Building resilience & Safeguarding | **ONLINE SAFETY**Stranger danger | **ONLINE SAFETY**Safer social media and consequences | **ONLINE SAFETY**Sexting | **ONLINE SAFETY**CSE –CEOP, consequences |  | M, Soc, C, Rule, Liberty, Mutual Respect | Understanding online safety and protective behaviours | **Project 12 / Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning | Project 12 |
| **F** | Building resilience & Safeguarding | **PERSONAL SAFETY ASSESSMENT.**  | **PERSONAL SAFETY ASSESSMENT** | **PERSONAL SAFETY ASSESSMENT** | **PERSONAL SAFETY ASSESSMENT** |  | M, Soc, C | See P12 session plans for outcomes | **Project 12 / Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning | Project 12 |

**Spring Term – Relationships and Sex Education, Emotional Health and Wellbeing. (Sessions G-L)**

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| **Session** | **Theme** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Spiritual, Moral, Social, Cultural (SMSC) Development, British Values.** | **Outcomes** | **Literacy** | **Numeracy** |
| **G** | LGBT; sex & relationships | **LGBT**Introduction to LGBT.(Stonewall /PSHE Association) | **LGBT**Respect and Acceptance.(Stonewall /PSHE Association) | **LGBT**Stereotypes Transgender(Mermaids / Stonewell / PSHE Association) | **LGBT**Prejudice and discrimination. Consequences/Mental Health.(Stonewall / PSHE Associaton) | See assembly plan for year 11 curriculum. | M, S, liberty, Mutual Respect  | Examine attitudes towards LGBT and how to create a positive school environment | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
| **H** | Personal Safety | **HEALTHY RELATIONSHIPS**Disrespect Nobody  | **HEALTHY RELATIONSHIPS**Stranger Danger | **HEALTHY RELATIONSHIPS/ CONSENT / FGM**(Brooke) | **HEALTHY RELATIONSHIPS/ CONSENT / FGM**(Brooke) |   | M, Soc, C, Rule, Liberty, Mutual Respect | Identify qualities that make a healthy relationship | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning | Statistical Analysis (local crime statistics)  |
| **I** | Healthy relationships | **FRIENDSHIPS**Exploring Kindness / Humility / EmpathyConsequences of Bullying | **WHAT MAKES A GREAT PARENT?**(Teenagers guide to being a parent) | **FORCED MARRIAGE** (Combined offer website) | **FORCED MARRIAGE** (Combined offer website)  |  | M, Soc, C, Rule, Liberty, Mutual Respect | See SLA for outcomes | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
| M,S,C |  |  |
| **J** | Sexual Health, Hygiene | **SEXUAL HEALTH**Hygiene | **SEXUAL HEALTH**Managing emotional well-being during puberty.(Kevin becomes teenager clip) | **SEXUAL HEALTH**Contraception/STI’sSexual Health(Brook) | **SEXUAL HEALTH**Contraception/STI’s(Brooke) |  | M, Soc, C, Rule, Liberty, Mutual Respect | Develop awareness of how to be healthy, risks of STD and how to avoid them. | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
| **K** | Sexual Health Assessment | **SEXUAL HEALTH REFLECTION ACTIVITY** | **SEXUAL HEALTH REFLECTION ACTIVITY** | **SEXUAL HEALTH REFLECTION ACTIVITY** | **SEXUAL HEALTH REFLECTION ACTIVITY** |  | S, M, Soc, C, Rule, Liberty, Mutual Respect | Describe difference between forced and arranged marriage & know where to seek help for yourself/others when necessary.  | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
| **L** | Mental Health and Well-Being | **MENTAL HEALTH AND WELL BEING**Healthy Eating/Physical Fitness | **MENTAL HEALTH AND WELL BEING**Understanding mental health and accessing help.  | **MENTAL HEALTH AND WELL BEING**Sleeping / Online gaming addiction / Mobile Phones. | **MENTAL HEALTH AND WELL BEING**Understanding Mental HealthManaging stressExam PressureStress, self-harm and depression |  | Spirit, M, Soc, C, Liberty, Respect | Reflect on theme | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |

**Summer Term – Living in the modern world (Sessions M-R) (Theme taken from the PSHE Asscociation).**

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| **Session** | **Theme** | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Spiritual, Moral, Social, Cultural (SMSC) Development, British Values.**  | **Outcomes** | **Literacy** | **Numeracy** |
| **M** | Living in the modern world | **SMOKE FREE LIVES – led by DECCA**  | **ALCOHOL, DRUGS AND TOBACCO** Week **1** – staff ledAlcohol | **ALCOHOL, DRUGS AND TOBACCO** Week 1 – staff ledCannabis and risk assessment.  | **ALCOHOL, DRUGS AND TOBACCO – DECCA Led****DECCA** | See assembly plan for year 11 curriculum. | M, Soc, C, Rule, Liberty  | Understand facts & consequences ref. drug misuse; empower to make the right decisions regarding drugs; alcohol and smoking. | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
| **N** | Living in the modern world | **HEALTHY LIFESTYLES, HOBBIES AND INTERESTS.**Making positive contribution | **ALCOHOL, DRUGS AND TOBACCO** Week 2 – staff ledReflection and assessment.  | **ALCOHOL, DRUGS AND TOBACCO** Week 2 – staff led | **ALCOHOL, DRUGS AND TOBACCO** Week 2 – DECCA Led Session 2DECCA |  | M, Soc, C, Rule, Liberty | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
| **O** | Living in the modern worldGovernment / Politics | **GOVERNMENT/ POLITICS**Introduction to Politics | **GOVERNMENT/ POLITICS**Explore and debate NHS | **GOVERNMENT/ POLITICS**Explore and debate Education  | **GOVERNMENT/ POLITICS**Explore and debateCrime/Punishment |  | M, Spirit, C, Citz, Demo, Rule of Law,  | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
| **P** | Living in the modern world | **CULTURE AND ACCEPTANCE – SINGLE RELIGION FOCUS.**Judaism | **CULTURE AND ACCEPTANCE – SINGLE RELIGION FOCUS.**Christianity | **CULTURE AND ACCEPTANCE – SINGLE RELIGION FOCUS.**Islam | **CULTURE AND ACCEPTANCE – SINGLE RELIGION FOCUS.**Sikhism |  | S,M,S,C, Tolerance, Mutual Respect, Liberty  | Understand how to manage emotions; promote good mental health & how to access help/support | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
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| **Q** | Living in the Modern World | **THE LAW**Contributing to a safer community | **THE LAW**Crime and punishment | **EXTREMISM/****RADICALISATION** | **EXTREMISM/****RADICALISATION** |  | M, Soc, Rule of Law, Liberty, Citz  |  | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
| **R** | Living in the modern world – Careers / Finance | **CAREERS/ FINANCE**Developing Personal Financial Capability. | **CAREERS/ FINANCE**Identifying choices and opportunities (Preparing for Options Yr 9) | **CAREERS/ FINANCE**Preparing for employability, qualities and skills inside and outside of school.  | **CAREERS/ FINANCE**Making the most of careers information, advice and guidance.  |  | Soc, C, Citz (money), Liberty | Understand career planning & money management | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning | Financial Planning,  |