**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)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 Safety  Sexual 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 |
|  |  | | | | | |  |  |  |  |
| **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 Crime  Consequences 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)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 / Empathy  Consequences 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’s  Sexual 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 Health  Managing stress  Exam Pressure  Stress, 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).**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 led  Alcohol | **ALCOHOL, DRUGS AND TOBACCO** Week 1 – staff led  Cannabis 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 led  Reflection and assessment. | **ALCOHOL, DRUGS AND TOBACCO** Week 2 – staff led | **ALCOHOL, DRUGS AND TOBACCO** Week 2 – DECCA Led Session 2  DECCA |  | M, Soc, C, Rule, Liberty | **Verbal Literacy** (Debate, Speak / listen, deliberative discussion) Collaborative learning |  |
| **O** | Living in the modern world  Government / Politics | **GOVERNMENT/ POLITICS**  Introduction to Politics | **GOVERNMENT/ POLITICS**  Explore and debate NHS | **GOVERNMENT/ POLITICS**  Explore and debate Education | **GOVERNMENT/ POLITICS**  Explore and debate  Crime/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 |  |
|  | | | | | | | | |  |  |
| **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, |