

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes Stat links
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## Scheme of Work 2020-2021

### Subject: PSHE

**Year Group: 10**

Exercise book resources – In their exercise books, students should have the following:

- Inside Front cover – Learning Journey sheet
- Inside back cover – project success feedback sheet
- At the beginning of each half term – Confidence checker sheet glued in for the upcoming half term of lessons
- At the end of each half term – STAR Analysis sheet

Assessment:

- Students will fill in their confidence checker at the beginning and end of each lesson
- Students will complete a STAR analysis at the end of unit and there will be space for the teacher to comment on the progress and highlight misconceptions in the STAR.
- STAR = Skills and knowledge, Thoughtful reflection, Advice and tips, Risks and warnings

Home learning:

Each half term students will set a project to complete. They will have the half term to complete it and will be handed in on the last lesson. This will then be marked alongside the Precious Gemstone Success Criteria and recorded in the tracker in the back of the students book.

Link codes:

GB – Gatsby Benchmark Careers Standard

BV – British Values

SH – Statutory Health

- T1 – Mental wellbeing
- T2 – Internet safety and harms
- T3 – Physical health and wellbeing
- T4 – Healthy eating
- T5 – Drugs, alcohol and tobacco
- T6 – Health and prevention

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- T7 – Basic First Aid
- T8 – Changing adolescent body

#### RSE – Statutory RSE

- T1 – Families
- T2 – Respectful relationships, including friendships
- T3 – Online and the media
- T4 – Being safe
- T5 – intimate and sexual relationships, including sexual health

#### CIT – Citizenship

#### Sequencing notes for delivering specialists and non-specialists:

The sequence of lessons throughout the year has been planned alongside the number of weeks in each half term. There will be times where certain classes or year groups miss lessons due to AP's/visitors etc. It is the expectation that the first week of each half term begins the new topic for all year groups. It is the responsibility of the delivering member of staff to ensure the majority of the essential content has been covered within each half term. This could be by condensing lessons together or skipping a lesson in favour of a higher statutory required lesson. If you need any support with this then please contact Z Thomas (HoD).

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Autumn 1  
Key Theme: Staying safe online and offline  
Topic: Violence, crimes and seeking safety

1	<b>Honour based violence</b>	To define the term honour and dishonour  To explore honour-based violence and the different forms it can take	Keywords: Honour, Respect, Equality, Dishonour, HBV, Domestic Abuse  Do Now: Self assessment confidence checker  Main tasks:	Self assessment confidence checker pre and post lesson	Active Citizenship Project	RSE -T1 So7 M1 Sp1 Sp3 Sp10 C1
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		To evaluate the best way to tackle honour based violence and promote the equality of women in society	<ul style="list-style-type: none"> <li>I can define honour, equality and dishonour</li> <li>I understand the law relating to honour based violence</li> <li>I can evaluate the best way to tackle honour based violence in communities</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:  <a href="http://www.haloproject.org.uk">www.haloproject.org.uk</a>  <a href="http://www.karmanirvana.org.uk">www.karmanirvana.org.uk</a></p>			
2	<b>Forced marriages</b>	<p>To define the terms; Forced marriage, breast ironing and child brides</p> <p>To explore recent statistics related to forced marriages in the UK and Commonwealth countries</p> <p>To evaluate the effectiveness and role of the Forced Marriage Unit</p>	<p>Keywords: Culture, Human Rights, Forced Marriage, Breast Ironing, FMPO (forced Marriage Protection Order) Forced Marriage Unit (FMO)</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I can define forced marriage and Breast ironing</li> <li>I understand the role of the Forced Marriage Unit</li> <li>I could advise someone of where to seek help if they are being forced into a marriage</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:  <a href="http://www.haloproject.org.uk">www.haloproject.org.uk</a></p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	RSE -T4 So7 M1 Sp1 Sp3 Sp10 C1

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3	<b>Online gambling</b>	<p>To understand the classifications of games, films, TV shows and music videos</p> <p>To explore how online gaming can lead to gambling and skin betting</p> <p>To evaluate the risks associated with online gaming and online gambling</p>	<p>Keywords: BBFC, PEGI, Debt, In-app purchases, Skin betting, Gaming Whales, loot boxes</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>• I can explain the roles of the BBFC and the PEGI</li> <li>• I understand the risks associated with online gambling</li> <li>• I understand a wide range of methods used by gaming companies to entice its players to spend money</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: <a href="http://www.begambleaware.org">www.begambleaware.org</a></p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	SH -T2 So7 M1 Sp1 Sp3 Sp10 C1
4	<b>Social media validation</b>	<p>I can explain the role of social media influencers</p> <p>identify the risks associated with social media validation and how to get rid of it</p> <p>I can evaluate how social media can impact my self esteem and mental health</p>	<p>Keywords: Validation, Addiction, Mental Health, Influences, Advertising, Youtubers, Vloggers</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>• I will not become addicted to social media</li> <li>• I can explain the link between social media and negative self esteem</li> <li>• I understand how to combat social media validation</li> </ul> <p>Plenary:</p> <p>Reflection:</p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	SH -T2 So7 M1 Sp1 Sp3 Sp10 C1

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			Self assessment confidence checker Charity / advise links:			
5	<b>Keeping data safe</b>	<p>describe the importance of keeping personal online data safe</p> <p>To learn about online fraud and be aware of different types of online scams and tricks.</p> <p>To identify why the dark web can be so dangerous</p>	<p>Keywords: Vishing, Phishing, Smishing, Fraud, Illegality, ID theft, Financial loss, Dark Web, Open Web</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>• My personal online data is safe and protected</li> <li>• I can recognise an online scam email when I see one</li> <li>• I know how to protect myself and my family from being a victim of online fraud</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: <a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a> <a href="http://www.internetmatters.org.uk">www.internetmatters.org.uk</a></p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	SH -T2 RSE – T3 So7 M1 Sp1 Sp3 Sp10 C1
6	<b>Modern day slavery</b>	<p>To define the term 'Modern Day Slavery'</p> <p>To examine human trafficking to the UK and evaluate the governments response</p> <p>To evaluate the best way to tackle modern</p>	<p>Keywords: Slavery, Human Trafficking, Coercion, abduction, illegal immigration, criminal gangs</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>• I understand how to recognise modern day slavery</li> <li>• I understand how human trafficking links to modern day slavery</li> </ul>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	CIT So7 M1 Sp1 Sp3 Sp10 C1

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		day slavery in the UK and abroad	<ul style="list-style-type: none"> <li>I understand which Human Rights are being abused due to modern day slavery</li> </ul> Plenary: Reflection: Self assessment confidence checker Charity / advise links:			
7	<b>Preventing knife crime</b>	To describe the causes behind the rise in knife crime in the UK  To explore how to prevent young people from picking up and carrying a knife  To evaluate the real risks to those that carry knives and their families and friends	Keywords: Homicide, Wielded, Attempted Murder, Courts, Home Office, UK Drill Music  Do Now: Self assessment confidence checker  Main tasks: <ul style="list-style-type: none"> <li>I understand the impact of carrying a knife on me and others</li> <li>I can explain how to tackle the causes behind people carrying knives</li> <li>I understand how to seek further advice and support in relation to knife crime</li> </ul> Plenary: Reflection: Self assessment confidence checker  Charity / advise links: <a href="http://www.benkinsella.org.uk">www.benkinsella.org.uk</a> <a href="http://www.noknivesbetterlives.com">www.noknivesbetterlives.com</a>	STAR ASSESSMENT  Self assessment confidence checker pre and post lesson	Active Citizenship Project	So7 M1 Sp1 Sp3 Sp10 C1
Autumn 2 Key Theme: Life beyond school Topic: Rights and responsibilities						

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8	<b>Instagram generation</b>	<p>To explore the link between body image and social media.</p> <p>To explain how hyper edited social media can distort our view on the real world</p> <p>To explore what makes social media sites so popular</p>	<p>Keywords: Hyper filtered, Body image, Self Esteem, Vloggers, Streaming, Childline, Instagram, Selfie</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I understand the concepts of hyper-edited and hyper filtered media</li> <li>I know why social media is so popular with young people</li> <li>I understand the negative impact social media has on body image and self esteem</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	- Self assessment confidence checker pre and post lesson	Active Citizenship Project	SH -T2 So7 M1 Sp1 Sp3 Sp10 C1
9	<b>Targeted advertising</b>	<p>To describe the three main types of targeted advertisements and explain how they work</p> <p>To explore the role of the advertising standards agency (ASA)</p> <p>To evaluate the role targeted advertising played in the outcome of the 2016 Brexit referendum</p>	<p>Keywords: Contextual,, Geotargeted, Retargeted , Targeted , Advertisements, Pop Ups, ASA</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I can explain how geotargeted, contextual and retargeted advertisements work</li> <li>I can explain the role of the Advertisement Standards Agency</li> <li>I know when I am being subjected to targeted advertisements online</li> </ul>	- Self assessment confidence checker pre and post lesson	Active Citizenship Project	SH -T2 RSE -T3 So7 M1 Sp1 Sp3 Sp10 C1

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			Plenary:  Reflection: Self assessment confidence checker  Charity / advise links:			
10	<b>What is marriage?</b>	I can describe what marriage is and what marriage is not  I understand the legal position of gay marriage across different countries in Europe  Evaluate a range of views on sex before marriage	Keywords: Marriage, Divorce, Love, Companionship, commitment, Cohabitation, Civil Partnership  Do Now: Self assessment confidence checker  Main tasks: I can explain what marriage is and what it is not I can explain the law around Gay Marriage in the UK and Europe <ul style="list-style-type: none"> <li>I know a range of views on sex before marriage</li> </ul> Plenary:  Reflection: Self assessment confidence checker  Charity / advise links:	Self assessment confidence checker pre and post lesson	Active Citizenship Project	RSE -T1 So7 M1 Sp1 Sp3 Sp10 C1
11	<b>Rights and responsibilities</b>	To define the terms rights, responsibilities and moral duties  To identify the different types of rights and responsibilities that exist  To define the differences between	Keywords: Civil law, Criminal Law, Rights, Responsibilities, Moral, Political, Legal  Do Now: Self assessment confidence checker  Main tasks: <ul style="list-style-type: none"> <li>I understand the duties of a citizen in the UK I can identify many different rights and responsibilities I have</li> </ul>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	GB So7 M1 Sp1 Sp3 Sp10 C1



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		civil law and criminal law	<ul style="list-style-type: none"> <li>I can explain the difference between civil and criminal law</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			
12	<b>Consumer rights</b>	<p>-To understand what ethical business practices are</p> <p>-To describe the rights and responsibilities of consumers</p> <p>-To evaluate the impact the Consumer Rights Act 2015 has had on society</p>	<p>Keywords: Sustainability, ethical, rights, responsibilities, Consumer, CAB, Office of Fair trading, Fairtrade</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I can identify unethical business practices I know my consumer rights and responsibilities</li> <li>I can explain how both consumers and business can drive better working practices</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	GB So7 M1 Sp1 Sp3 Sp10 C1 M7
13	<b>Employment rights</b>	<p>To identify a variety of employment rights and responsibilities in the UK</p> <p>To explain different issues related to</p>	<p>Keywords: Employers, Employment tribunal, Equality Act 2010, Equal opportunities, Trade union, unfair dismissal</p> <p>Do Now: Self assessment confidence checker</p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	GB So7 M1 Sp1 Sp3 Sp10 C1

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		employee rights To explore the gender pay gap in society	Main tasks: <ul style="list-style-type: none"> <li>• I know a range of employment rights and responsibilities</li> <li>• I know the minimum amounts per hour employees must be paid</li> <li>• I understand the term ‘Gender pay gap’</li> </ul> Plenary: Reflection: Self assessment confidence checker Charity / advise links:			M7
14	<b>Understanding a payslip</b>	To describe what the common features of a payslip are  To be able to work out using calculations Gross Pay and Net Pay on a payslip  To evaluate the importance of paying tax and NI contributions	Keywords: BACS, Deductions Payslip, Net Pay, Gross Pay, National Insurance, Salary, Tax, NI, Tax Code, PAYE  Do Now: Self assessment confidence checker  Main tasks: <ul style="list-style-type: none"> <li>• I understand how to interpret a payslip</li> <li>• I know how to work out Gross Pay and Net Pay on a payslip</li> <li>• I am aware of all the deductions that are likely to come out of my salary when I’m older</li> </ul> Plenary: Reflection: Self assessment confidence checker Charity / advise links:	STAR ASSESSMENT  Self assessment confidence checker pre and post lesson	Active Citizenship Project	GB So7 M1 Sp1 Sp3 Sp10 C1 M7