

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: 8**

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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#### Summer 1

Key Theme: Relationships and sex education

Topic: Identity, relationships and sex education

26	<b>Introduction to RSE</b>	To identify the core aims of RSE in secondary schools.  To describe how physical touch may be different in a sexual relationship to any other relationship	Keywords: Consent, Conflict, Unhealthy, Abusive, Relationship, Compulsory, resilience, boundaries  Do Now: Self assessment confidence checker  Main tasks: <ul style="list-style-type: none"> <li>• I know what good Relationships and Sex Education is</li> </ul>	Self assessment confidence checker pre and post lesson	Body image and social media project	RSE -T3 So7 M1 C1 Sp1 Sp3 Sp10
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		To explore what a healthy and unhealthy relationship might look like	<ul style="list-style-type: none"> <li>I am able to give good relationship advice to others</li> <li>I can identify a range of rights that should be respected in a relationship</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			
27	<b>Healthy relationships</b>	Compare and contrast the characteristics of healthy and unhealthy relationships. Describe the potential impacts of power differences such as age, status or position within relationships.	<p>Keywords: Consent, boundaries, values, Sex, Relationships, trust, dignity, compromise, Friendships, respect</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>Identify what a healthy relationship looks and feels like</li> <li>Able to identify characteristics of an unhealthy relationship</li> <li>Recognise how healthy the relationships are that you have with others</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: <a href="http://www.brook.org.uk">www.brook.org.uk</a></p>	Self assessment confidence checker pre and post lesson	Body image and social media project	RSE-T6 So7 M1 C1 Sp1 Sp3 Sp10

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28	<b>Dealing with conflict</b>	<p>To explain the different areas of life where conflict may occur</p> <p>To describe the cause of conflict and learn a range of conflict resolution methods</p>	<p>Keywords: Conflict Resolution, Argument, Assertive, Divorce, Solution, International, distressed</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I know a range of conflict management strategies I understand the different causes of conflict</li> <li>I would be confident in diffusing future conflicts I may have in my relationships</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: <a href="http://www.brook.org.uk">www.brook.org.uk</a></p>	Self assessment confidence checker pre and post lesson	Body image and social media project	So7 M1 C1 Sp1 Sp3 Sp10
29	<b>Sexual orientation</b>	<p>To identify the many different key terms and concepts that are used within this topic</p> <p>To assess and challenge LGBT+ prejudices and stereotypes that are out there</p> <p>To explain the damaging impact homophobic language has on people</p>	<p>Keywords: A Sexual, Pansexual, Bisexual, Queer, Heteroflexible, Heterosexual, Homosexual</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I never use homophobic language even in casual conversation</li> <li>To understand and can define the wide range of sexualities that exist</li> <li>I understand where to turn to if I need more advice, support and information</li> </ul>	Self assessment confidence checker pre and post lesson	Body image and social media project	RSE -T1 So7 M1 C1 Sp1 Sp3 Sp10

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			Plenary:  Reflection: Self assessment confidence checker  Charity / advise links: <a href="http://www.brook.org.uk">www.brook.org.uk</a>			
30	<b>Gender identity</b>	To explore a range of language used with gender identity  To explain the Gender Recognition Act and the difference between sex and gender  To explore and challenge gender prejudices and stereotypes that are out there	Keywords: Transitioning, Cis Male, Cis Female, Gender Recognition Act, Transgendered, Sex Gender, Gender Dysphoria  Do Now: Self assessment confidence checker  Main tasks: <ul style="list-style-type: none"> <li>• I know the difference between sex and gender</li> <li>• I am aware of the full spectrum of genders</li> <li>• I understand the different options available to those transitioning</li> </ul> Plenary:  Reflection: Self assessment confidence checker  Charity / advise links: <a href="http://www.brook.org.uk">www.brook.org.uk</a>	Self assessment confidence checker pre and post lesson	Body image and social media project	RSE -T1 So7 M1 C1 Sp1 Sp3 Sp10
31	<b>Introduction to contraception</b>	To describe the concept of abstinence  To explain the three main other ways of	Keywords: Abstinence, Barrier, Supress, Oestrogen, Progesterone, Copper, IUS, IUD, Contraception  Do Now: Self assessment confidence checker	Self assessment confidence checker pre and post lesson	Body image and social media project	RSE -T6 So7 M1 C1 Sp1 Sp3

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		<p>reducing the risk of pregnancy</p> <p>To be able to identify a wide range of contraceptive methods</p>	<p>Main tasks:</p> <ul style="list-style-type: none"> <li>I understand what contraception is and the importance of using it</li> <li>I can identify a wide range of contraceptive methods available in the UK</li> <li>I understand a range of issues to consider with regard to contraception choice</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p> <p><a href="http://www.brook.org.uk">www.brook.org.uk</a></p>			Sp10
32	<b>What is love?</b>	<p>To define the term love and understand that it comes in many forms</p> <p>To explain the meaning of love between a couple and the expectations that form a positive romantic relationship</p>	<p>Keywords: Feelings, love, relationships, friendships, jealousy, religion</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I can explain what love is</li> <li>I understand the expectations that form a positive romantic relationship</li> <li>I can explain the many differences between love and sex</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p>	<p>STAR ASSESSMENT</p> <p>Self assessment confidence checker pre and post lesson</p>	<p>Body image and social media project</p>	<p>SH -T8 So7 M1 C1 Sp1 Sp3 Sp10</p>

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			Charity / advise links: <a href="http://www.brook.org.uk">www.brook.org.uk</a>			
<b>Summer 2</b> Key Theme: Rights, responsibilities and British values Topic: Law, crime and society						
33	<b>Desert island living</b>	To explore what it would be like to live on a desert island  To assess that with rights comes responsibilities  To evaluate the fairest way to make choices	Keywords: Rites of passage: Ceremonies (rites) or celebrations to mark important stages or landmarks in a person's journey (passage) through life.  Do Now: Self assessment confidence checker  Main tasks: <ul style="list-style-type: none"> <li>I can make difficult decisions</li> <li>I understand the qualities needed to be a leader</li> <li>I work well in a team</li> </ul> Plenary:  Reflection: Self assessment confidence checker  Charity / advise links:	Self assessment confidence checker pre and post lesson	Prisons for the future display project	<b>CIT</b> So7 M1 C1 Sp1 Sp3 Sp10
34	<b>Building a community</b>	To describe the concept of community cohesion and what makes a community	Keywords: Community, Disability, Prejudice, Discrimination, Multiculturalism, diversity  Do Now: Self assessment confidence checker	Self assessment confidence checker pre and post lesson	Prisons for the future display project	<b>CIT</b> GB BV So7 M1 C1

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		<p>To be able to make decision and understand the impact of those decisions</p> <p>To describe the different forms of prejudice that exist</p>	<p>Main tasks:</p> <ul style="list-style-type: none"> <li>• I know what makes a good community</li> <li>• I try not to stereotype and pre judge people</li> <li>• I can define prejudice and discrimination</li> </ul> <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			<p>Sp1 Sp3 Sp10</p>
35	<b>Making decisions and making priorities</b>	<p>Understanding how to survive on a desert Island</p> <p>To describe the different rites of passage throughout life</p> <p>To develop skills of evaluation, prediction and self reflection</p>	<p>Keywords: Baptism, Brit Milah, Aqueeqah, Priorities, Survival, ceremony</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>• I could survive on a desert Island</li> <li>• I understand how to be a good team player</li> <li>• I understand how birth is celebrated by different religions</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	Prisons for the future display project	<p><b>CIT</b> So7 M1 C1 Sp1 Sp3 Sp10</p>



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36	Criminals, laws and society	<p>To explain why the age of criminal responsibility varies in different countries</p> <p>To describe how the criminal justice system operate for young offenders</p> <p>To evaluate why young people commit crimes</p>	<p>Keywords: Theft, Crime, Commandments, laws, Criminal Responsibility</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I know the age of criminal responsibility in the UK and other countries</li> <li>I can explain how the criminal justice system treats young offenders</li> <li>I can define legal rights and the rule of law</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	Prisons for the future display project	<b>CIT</b> <b>BV</b> So7 M1 C1 Sp1 Sp3 Sp10
37	Law making in the UK	<p>To identify why laws are needed in society</p> <p>To explain the process of how a bill passes through Parliament</p> <p>To evaluate recent changes to the law in England and Wales</p>	<p>Keywords: House of Commons, House of Lords, Royal Assent, bill, White &amp; Green Paper, Consultation, Reciprocity</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> <li>I know why society needs laws</li> <li>I understand how a bill becomes a law in the UK</li> <li>I can explain recent law changes in the UK</li> </ul>	Self assessment confidence checker pre and post lesson	Prisons for the future display project	<b>CIT</b> <b>BV</b> So7 M1 C1 Sp1 Sp3 Sp10

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38	Prisons, reforms and punishment	To explain the types of punishments available in the UK  To assess the different theories behind punishing offenders  To evaluate whether Prison is an effective form of punishment	Keywords: Prison, Manslaughter, Reparation, retribution, Rehabilitation, Justice, incapacitation, deterrence, denunciation  Do Now: Self assessment confidence checker  Main tasks: <ul style="list-style-type: none"> <li>• I can name a wide variety of punishments used in the UK Criminal Justice System</li> <li>• I understand the theories behind punishment</li> <li>• I understand the arguments for and against the use of prisons</li> </ul> Plenary:  Reflection: Self assessment confidence checker  Charity / advise links:	STAR ASSESSMENT  Self assessment confidence checker pre and post lesson	Prisons for the future display project	<b>CIT</b> So7 M1 C1 Sp1 Sp3 Sp10