

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: 7

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
- T7 – Basic First Aid

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- 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: Celebrating diversity and equality

Topic: Celebrating differences

26	Multi-cultural Britain	<p>To describe how diverse modern Britain is</p> <p>To explore the recent history of migration to Britain</p> <p>To evaluate the concept of Britishness and whether</p>	<p>Keywords: Immigration , Emigration, Migration, Diversity, ethnicity, social, economic, political</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I can give examples of multicultural Britain • I can explain why different groups have migrated to the UK over the past 60 years 	Self assessment confidence checker pre and post lesson	Identity show table project	CIT So7 M1 C1 Sp1 Sp3 Sp10
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		multiculturalism works	<ul style="list-style-type: none"> I can explain the positive impact migration has had on Britain Plenary: Reflection: Self assessment confidence checker Charity / advise links:			
27	What is your identity?	To describe the wide variety of aspects that make up ones identity To explain how different things might influence your identity Explain that its OK to be different and to be proud of your identity	Keywords: Identity, Heritage, Personality, Religion, society Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> I can describe my identity I understand a range of influences on my identity I'm able to express myself at home and at school Plenary: Reflection: Self assessment confidence checker Charity / advise links:	Self assessment confidence checker pre and post lesson	Identity show table project	BV CIT RSE-T2 So7 M1 C1 Sp1 Sp3 Sp10
28	Nature vs nurture	To define what makes up our identity Extended To explore how our identity is formed Advanced	Keywords: Genes, Environment, Psychological, DNA, Epigenetics, Nature, Nurture, socialisation Do Now: Self assessment confidence checker Main tasks:	Self assessment confidence checker pre and post lesson	Identity show table project	CIT So7 M1 C1 Sp1 Sp3 Sp10

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		To evaluate what influences our identity the most	<ul style="list-style-type: none"> I understand the Nature Vs. Nurture debate I can describe the different stages of socialisation I understand what is socially acceptable and not socially acceptable <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			
29	Equality Act 2010	<p>To explore the brief history of Anti-discriminations laws passed in the UK</p> <p>To describe what characteristics are protected under the Equality Act 2010</p> <p>To evaluate whether the UK is doing enough to ensure equality opportunities for everyone</p>	<p>Keywords: Equality, Anti-discrimination laws, Legislation, Government</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can name several anti-discrimination laws passed by the UK Government. I can name at least six protected characteristics I can explain the difference between direct and indirect discrimination <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	Self assessment confidence checker pre and post lesson	Identity show table project	BV CIT RSE -T2 So7 M1 C1 Sp1 Sp3 Sp10

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30	Breaking down stereotypes	<p>To define stereotyping and prejudice</p> <p>To explore why stereotyping still exists today</p> <p>To evaluate what can be done to challenge stereotypes</p>	<p>Keywords: Prejudice, discrimination, stereotype, Tolerance, Persecution, Injustice</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I can explain where stereotypical views come from • I understand why its important not to stereotype • I don't judge people before I get to know them <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	Self assessment confidence checker pre and post lesson	Identity show table project	BV CIT RSE -T2 So7 M1 C1 Sp1 Sp3 Sp10
31	Prejudice and discrimination	<p>To identify different forms of prejudice and discrimination eg age, racial, gender etc.</p> <p>To consider how we can ensure equality for all in society</p> <p>To evaluate how cohesive Britain really is</p>	<p>Keywords: Prejudice, discrimination, intolerance, justice, Equality, Hate Crime, Home Office</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I know the difference between prejudice and discrimination • I understand how I can help support equality for all • I can identify a range of characteristics that people are sometimes prejudiced by 	Self assessment confidence checker pre and post lesson	Identity show table project	BV CIT RSE -T2 So7 M1 C1 Sp1 Sp3 Sp10

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			<p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			
32	Challenging islamophobia	<p>To define islamophobia and give examples of it in UK society</p> <p>To explore where islamophobia comes from</p> <p>To assess how the government and legislation are attempting to combat different forms of discrimination.</p>	<p>Keywords: Genocide, Harassment, Bullying, Discrimination, Prejudice, Muslim, Islamophobia</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I understand the different forms hate crimes can take I can define islamophobia and understand some of the causes I know the hierarchy of discriminatory acts <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	<p>STAR ASSESSMENT</p> <p>Self assessment confidence checker pre and post lesson</p>	Identity show table project	<p>CIT</p> <p>RSE -T2</p> <p>So7</p> <p>M1</p> <p>C1</p> <p>Sp1</p> <p>Sp3</p> <p>Sp10</p>

Summer 2

Key Theme: Rights, Responsibilities and British Values

Topic: Politics, Parliament and Me

33	Why is politics important?	To describe the impact politics has on every day life	<p>Keywords: Parliament, Westminster, Democracy, totalitarianism, elections Government, Parliament, Politics</p>	Self assessment confidence checker pre and post lesson	Building a new parliament project	<p>CIT</p> <p>BV</p> <p>So7</p> <p>M1</p> <p>C1</p>
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		<p>To explore the History of the UK Parliament</p> <p>To evaluate why its better to live in a democracy rather than a dictatorship</p>	<p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I understand how politics impacts my life I can describe the role of parliament I can explain the difference between living in a democracy and a dictatorship <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			<p>Sp1 Sp3 Sp10</p>
34	How is our country run?	<p>To describe the make up of parliament and the main roles it performs</p> <p>To describe the role of a local MP</p> <p>To evaluate whether MP's are doing a good job at running the country and representing our views in Parliament</p>	<p>Keywords: House of Commons, House of Lords, Monarchy, Constituency, Civil Service, Westminster</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can explain the differences between the two house of Parliament I can describe the role of a Local MP I can identify the features of a democratic country <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	Self assessment confidence checker pre and post lesson	Building a new parliament project	<p>CIT GB BV So7 M1 C1 Sp1 Sp3 Sp10</p>

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35	Who is our Prime Minister?	<p>To describe how Boris Johnson became the Prime Minister in 2019</p> <p>To explore the political career of Boris Johnson</p> <p>To evaluate whether Boris Johnson has the skills and qualities needed to be an effective Prime Minister</p>	<p>Keywords: Conservative, Tory, Leadership, Election, Prime Minister, Negotiation, Advocacy</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can explain how Boris Johnson became the Prime Minister I can explain the job responsibilities of the Prime Minister I can explain the skills and qualities needed to be Prime Minister <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	Self assessment confidence checker pre and post lesson	Building a new parliament project	CIT BV So7 M1 C1 Sp1 Sp3 Sp10
36	Exploring inside Parliament	<p>To describe the state opening of parliament</p> <p>To explore inside the House of commons and the House of Lords</p> <p>To explain the difference between parliament and Government and evaluate who holds the balance of power</p>	<p>Keywords: Clerk, Parliament, Government, Speaker, Public Gallery, Black Rod, Despatch Box, Lords.</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can explain how Parliament is opened I understand the differences between Parliament and Government I know what the insides of the Houses of Parliament look like <p>Plenary:</p>	Self assessment confidence checker pre and post lesson	Building a new parliament project	CIT BV So7 M1 C1 Sp1 Sp3 Sp10

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			Reflection: Self assessment confidence checker Charity / advise links:			
37	Elections and campaigning	To describe the different types of elections in the UK To explore how a new government is formed after a general election To evaluate the importance of exercising your right to vote	Keywords: First Past The Post, By elections, General Elections, Proxy, Postal, digital democracy, Campaign Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> • I can explain how the Government is formed • I understand the different types of elections held within the UK • I can explain several reasons why voting is important Plenary: Reflection: Self assessment confidence checker Charity / advise links:	Self assessment confidence checker pre and post lesson	Building a new parliament project	CIT So7 M1 C1 Sp1 Sp3 Sp10
38	Politics and debating	To define the terms advocate and devils advocate To practice the art of debating To evaluate recent law changes in the UK	Keywords: Devils advocate, Advocacy, Debating , Parliament, UK Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> • I can define the terms advocate and devils advocate 	STAR ASSESSMENT Self assessment confidence checker pre and post lesson	Building a new parliament project	CIT So7 M1 C1 Sp1 Sp3 Sp10

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			<ul style="list-style-type: none"> • I can recognise a wide range of views on a single topic • I understand the arguments for and against lowering the voting age <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			