

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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Autumn 1

Key Theme: Celebrating diversity and equality

Topic: LGBTQ+ explored

1	Intro to year 8	Identify the expectations of year 8 Describe the changes that may occur this year Explain how to deal with changes	Keywords: change, motivation, options, lifestyle, adolescent, puberty Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> • What does it mean to be in year 8? • How is year 8 important? 	Self assessment confidence checker pre and post lesson	LGBT+ champion speech competition project	So7 M1 C1 Sp1 Sp3 Sp10
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			<ul style="list-style-type: none"> What changes may I experience in my school and personal life this year? <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			
2	LGBT – What is it?	<p>To define the acronym LGBTQ+</p> <p>To explore a variety of LGBT+ Role Models in British society</p> <p>To explain the many different key terms and concepts that are used within this topic</p>	<p>Keywords: Homophobia, Gender, Sexuality, Prejudice, discrimination</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can explain the importance of celebrating LGBT+ History Month I understand the meaning of LGBTQA+ I can name a variety of LGBT+ role models <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.stonewall.org.uk</p>	Self assessment confidence checker pre and post lesson	LGBT+ champion speech competition project	RSE So7 M1 C1 Sp1 Sp3 Sp10
3	LGBT – Homophobia in schools	<p>To reflect on the extent homophobia exists in schools</p> <p>To identify what constitutes</p>	<p>Keywords: Homophobia, transphobia, xenophobia, verbal abuse, physical abuse, cyber abuse</p> <p>Do Now: Self assessment confidence checker</p>	Self assessment confidence checker pre and post lesson	LGBT+ champion speech competition project	So7 M1 C1 Sp1 Sp3 Sp10

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		<p>homophobic language and homophobic bullying</p> <p>To empathise with how difficult it can be for young people to deal with/ live with homophobia in modern day society</p>	<p>Main tasks:</p> <ul style="list-style-type: none"> I can define homophobia I understand a range of forms homophobia takes I understand why its wrong to use homophobic language <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.stonewall.org.uk</p>			
4	Supporting those who are LGBT	<p>To define the term ally</p> <p>To explore why ally's are needed for the LGBT community</p> <p>To evaluate what can be done to support a friend in need</p>	<p>Keywords: Ally, Oppression, Human Rights, Support, Community</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I am an Ally to the LGBT+ Community I understand how to support a friend in need I would be confident in challenging homophobic language if I heard it <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.stonewall.org.uk</p>	Self assessment confidence checker pre and post lesson	LGBT+ champion speech competition project	BV So7 M1 C1 Sp1 Sp3 Sp10

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5	Challenging homophobia	<p>To identify why homophobia exists</p> <p>To describe how to assertively challenge homophobic language and phrases in school and everyday life</p> <p>To assess how to handle difficult people and uncomfortable conversations</p>	<p>Keywords: Passive, Assertive, Aggressive, Homophobia</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can recognise passive, assertive and aggressive communication styles I know how to be assertive with someone I feel well equipped to challenge homophobic when I see it in school <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.stonewall.org.uk</p>	Self assessment confidence checker pre and post lesson	LGBT+ champion speech competition project	BV So7 M1 C1 Sp1 Sp3 Sp10
6	Transphobia	<p>To define the terms gender dysphoria and transphobia</p> <p>To explore the misconceptions that surrounds trans people</p> <p>To examine how Trans people are treated throughout the world</p>	<p>Keywords: Gender Dysphoria, Transitioning, biological, Hormones, transphobia</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I understand what gender dysphoria is I understand the importance of celebrating the LGBT+ Community 	Self assessment confidence checker pre and post lesson	LGBT+ champion speech competition project	So7 M1 C1 Sp1 Sp3 Sp10

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			<ul style="list-style-type: none"> I feel confident in talking about trans issues to other people and using the correct terms <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.stonewall.org.uk</p>			
7	Coming out	<p>To explore the concept of trust and what it means to 'come out'</p> <p>To assess the thoughts, feeling and processes someone might be going through who is thinking of coming out</p> <p>To evaluate what support networks are available to help support those in need</p>	<p>Keywords: Coming out, Gender identity, Closet, Rejection, Acceptance</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I know how to support someone coming out I know where to go for extra information and support regarding LGBT issues I understand the issues faced by someone coming out <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.stonewall.org.uk</p>	<p>STAR ASSESSMENT</p> <p>Self assessment confidence checker pre and post lesson</p>	<p>LGBT+ champion speech competition project</p>	<p>So7 M1 C1 Sp1 Sp3 Sp10</p>

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Autumn 2

Key Theme: Staying safe online and offline

Topic: Dangerous society online and offline

8	County lines – what is it?	<p>I can define what the term county lines means</p> <p>I can explain how County lines gangs recruit and exploit young people</p> <p>I can evaluate the importance of getting immediate help for myself or a friend if I suspect they or I am are in trouble</p>	<p>Keywords: County Lines, Trap House, Modern Slavery, Elders, Soldiers, Teenier, Drug Mule, Exploitation</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I know what county lines is and some of the terminology used I understand where I can go for help if I feel threatened by County Lines gangs I understand how county line gangs operate and the dangers of getting involved <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	- Self assessment confidence checker pre and post lesson	Become the teacher project	So7 M1 C1 Sp1 Sp3 Sp10
9	County lines – who is at risk?	<p>To identify who County Lines Gangs target and why</p> <p>To identify the signs that someone is being exploited</p> <p>To explain how county lines Gangs use</p>	<p>Keywords: Physical, Phycological, Financial, Trap House, Criminal Responsibility</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can explain how gangs make people feel trapped 	- Self assessment confidence checker pre and post lesson	Become the teacher project	So7 M1 C1 Sp1 Sp3 Sp10

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		Psychological, financial and physical methods to make people feel trapped	<ul style="list-style-type: none"> I can recognise when a friend is involved with County Lines I understand the groups of people County line Gangs target and why <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.childline.org.uk</p>			
10	Substance misuse	<p>To define the term substance misuse and understand the way drugs effect users</p> <p>To explore why people misuse substances</p> <p>To evaluate what support networks are available to help support those in need</p>	<p>Keywords: Substance abuse, Dependence, Intoxication, Withdrawal, substance, impairment, anxiety,</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can define substance misuse and substance dependency I know how drugs impact the body I can identify a range of factors that may lead to someone abusing drugs <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.brook.org.uk</p>	Self assessment confidence checker pre and post lesson	Become the teacher project	SH -T5 So7 M1 C1 Sp1 Sp3 Sp10

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11	Online safety – cyber bullying	<p>Describe the meaning of bullying and cyberbullying and the impact it can have on an individual</p> <p>Explore appropriate ways of responding to discriminating, hurtful or intimidating behaviour.</p> <p>To assess how to manage oneself appropriately online</p>	<p>Keywords: Trolling, Cyber Bullying, Abuse, Contact, Conduct, Harassment, Strategies</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I can define trolling, cyber bullying and harassment • I understand how online behaviour can impact my mental health and well-being • I know how to prevent and respond to cyber bullies <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.internetmatters.org</p>	Self assessment confidence checker pre and post lesson	Become the teacher project	SH-T2 RSE -T1 So7 M1 C1 Sp1 Sp3 Sp10
12	Grooming boys and girls	<p>To identify how to stay safe online from grooming</p> <p>To explain how to spot a fake profile and catfishers</p> <p>To reflect on where to seek specialist support and advice to help anyone including yourself who is at risk</p>	<p>Keywords: Exploitation, Grooming, Catfishing, Fake Profiles, Deception, Anonymous, Trust, CEOP</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I can spot a fake profile online • I understand what online grooming is and how people may try to gain my trust in order to abuse it • I know where to report online issues and to seek further advice and support 	Self assessment confidence checker pre and post lesson	Become the teacher project	SH-T2 RSE -T1 So7 M1 C1 Sp1 Sp3 Sp10

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			Plenary: Reflection: Self assessment confidence checker Charity / advise links: www.childline.org.uk			
13	Drugs education and alcohol safety	To identify how alcohol impacts the body To explore the consequences of alcohol misuse To evaluate the negative impact alcohol use is having on wider society I can explain how alcohol is measured and what limits are for adults To explore the consequences of alcohol consumption To evaluate when introducing alcohol to a situation can lead to very dangerous consequences	Keywords: Physical, Psychological, social, units, ethanolUnits, Spirits, Ethanol, Beer, Larger, Wine, Binge Drinking, Shots Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> • I know what alcohol is and the different forms it comes in • I can explain the short and long term impacts of alcohol use • I can explain the impact alcohol misuse is having on society • I understand how alcohol strength is measured • I can recognise binge drinking when I see it • I understand the consequences of consuming alcohol Plenary: Reflection: Self assessment confidence checker Charity / advise links: www.brook.org.uk	Self assessment confidence checker pre and post lesson	Become the teacher project	SH-T5 So7 M1 C1 Sp1 Sp3 Sp10

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14	Child exploitation and online protection	<p>To define child sexual exploitation and be able to give examples</p> <p>To explore a variety of risks and dangers related to being online</p> <p>To evaluate how to reduce the risks associated with being online</p>	<p>Keywords: Child Sexual Exploitation, Grooming, Influence, Coercion, Manipulation, Bribery</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I understand what child sexual exploitation is I can explain a range of ways to reduce the risks associated with being online I can offer good advice to a friend having trouble online <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>	<p>Become the teacher project</p>	<p>SH-T2 RSE -T1 So7 M1 C1 Sp1 Sp3 Sp10</p>