

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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Autumn 1

Key Theme: Life Beyond School

Topic: Managing Change

1	Introduction to PSHE	Identify the purpose of studying PSHE Describe the topics that I will study over the next 5 years in my personal development Explore my own personal development qualities	Keywords: Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> • Keyword match up to assess prior knowledge • All about me diagram • Personal development qualities 	Self assessment confidence checker pre and post lesson	Citizens, Society and Board Games project	So7 M1 C1 Sp1 Sp3 Sp10
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			Plenary: Reflection: Self assessment confidence checker Charity / advise links: www.brook.org.uk			
2	Getting to know people	Identify the concept of trust I can explain what I have in common with others across my class. To evaluate what it would take for society to truly flourish	Keywords: Trust, Honesty, Integrity, Self Esteem, Politicians, Society, Character traits Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> I can identify a range of people I trust in my life I know a lot about other people in my class I can identify positive character traits Plenary: Reflection: Self assessment confidence checker Charity / advise links:	Self assessment confidence checker pre and post lesson	Citizens, Society and Board Games project	GB So7 M1 C1 Sp1 Sp3 Sp10 M7
3	What is community?	To describe the concept of community and what makes a cohesive community To explore how British communities have changed over the past 60 years	Keywords: Tolerance, Community, International, local, national, Community Cohesion Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> I can define community cohesion I understand the benefits of a multicultural society 	Self assessment confidence checker pre and post lesson	Citizens, Society and Board Games project	BV So7 M1 C1 Sp1 Sp3 Sp10

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		To evaluate how welcoming your local community is	<ul style="list-style-type: none"> I know how to be an active member of my community Plenary: Reflection: Self assessment confidence checker Charity / advise links:			
4	Careers and your future	To define the meaning of the word career To explain how careers education can help you plan for the future Recognise the limitations of making career choices based on 'dream' ideas To be aware of what considerations are involved in making realistic choices	Keywords: Careers, Skills, Qualities, Future, Aspirations, Career, Opportunities Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> I am aware of how important careers education is I'm aware of how not to limit my future career options I'm aware of future opportunities in learning and work Plenary: Reflection: Self assessment confidence checker Charity / advise links: www.natinalcareers.service.gov.uk	Self assessment confidence checker pre and post lesson	Citizens, Society and Board Games project	GB So7 M1 C1 Sp1 Sp3 Sp10 M7
5	Sleep and relaxation	To describe what actually happens when we sleep	Keywords: Routine, Regeneration, Growth, Memory, Environment, Immunity, Sleep hygiene	Self assessment confidence checker pre and post lesson	Citizens, Society and Board Games project	So7 M1 C1 Sp1 Sp3

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		<p>To explore the benefits of good quality sleep</p> <p>To explain how to improve sleep quality and where to source extra help and support from</p>	<p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I understand what happens to me when I sleep I can explain the benefits of good quality sleep I know a range of strategies to improve my sleep <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.brook.org.uk www.sleepfoundation.org</p>			Sp10
6	Financial education	<p>To describe the concept of money</p> <p>To explore positive and negative uses for money</p> <p>To discuss how the government spends money to help the country</p>	<p>Keywords: Bartering, Currency, Money, wealth, transaction, debt, Exchange, Austerity, HM Treasury</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can explain the three purposes of money I understand how money can influence the world in positive and negative ways I can identify key areas of government expenditure <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p>	Self assessment confidence checker pre and post lesson	Citizens, Society and Board Games project	GB So7 M1 C1 Sp1 Sp3 Sp10 M7

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			Charity / advise links: www.barclayslifeskills.com			
7	Transition points and your life	Describe how people's feelings change during stages of transition Describe your feelings during times you have experienced transitions Identify ways of coping with transition points and how you would apply them to future times of change in your life	Keywords: Transition points, Career, Change, Risk, Reflection Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> I understand the term transition I can explain the different career transition points in secondary school and beyond I am able to reflect on the feelings experienced during transition Plenary: Reflection: Self assessment confidence checker Charity / advise links:	STAR ASSESSMENT Self assessment confidence checker pre and post lesson	Citizens, Society and Board Games project	GB So7 M1 C1 Sp1 Sp3 Sp10 M7
Autumn 2 Key Theme: Health and Wellbeing Topic: Puberty and body development						
8	Introduction to puberty (essential lesson)	To describe the emotional, social and physical changes that happen during puberty	Keywords: Puberty Hygiene Hormones vagina Penis adolescence social Emotional Physical Do Now: Self assessment confidence checker	Self assessment confidence checker pre and post lesson	Teenage puberty magazine project	SH-T8 So7 M1 C1 Sp1 Sp3

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		<p>To empathise with those that are starting puberty and understand how to support them Describe that girls and boys develop differently during puberty.</p>	<p>Main tasks:</p> <ul style="list-style-type: none"> • I understand the challenges that puberty brings • I am able to empathise with others who are about to go through puberty • I know the emotional, social and physical changes that happen during puberty <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.brook.org.uk</p>			Sp10
9	<p>Puberty (Girls focus)</p> <p>ESSENTIAL LESSON</p>	<p>describe the physical and emotional changes that happen to girls during puberty</p> <p>I can explain the basics of the menstrual cycle and the range of feminine protection products available</p>	<p>Keywords: Oestrogen, Progesterone, Tampon, Sanitary Towel, Panty Liner, Menstruation, Period, Fertilisation, Ova</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I know the physical changes that happen to girls bodies, inside and out • I understand the range of feminine protection products available and how they work • I understand the main things that happen to a girl during her menstrual cycle <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p>	Self assessment confidence checker pre and post lesson	Teenage puberty magazine project	SH-T8 So7 M1 C1 Sp1 Sp3 Sp10

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10	Puberty (Boys focus) ESSENTIAL LESSON	To describe the physical and emotional changes that happen to boys through puberty To explain the challenges that boys face during puberty including erections, wet dreams and body image.	Keywords: Urethra, Prostate, scrotum, testicle, Erections Penis Wet Dreams Ejaculation Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> I can identify all parts of the male reproductive system I am able to empathise with boys who are going through puberty I know the physical and emotional changes that happen to boys during puberty Plenary: Reflection: Self assessment confidence checker Charity / advise links: www.brook.org.uk	Self assessment confidence checker pre and post lesson	Teenage puberty magazine project	SH-T8 So7 M1 C1 Sp1 Sp3 Sp10
11	Personal hygiene ESSENTIAL LESSON	I identify the ways in which diet, exercise, hygiene and sleep contribute to being healthy To explain how important personal	Keywords: Deodorant, antiperspirant, Hygiene, bacteria Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> I understand the causes of body odour and how to prevent it 	Self assessment confidence checker pre and post lesson	Teenage puberty magazine project	SH-T6 So7 M1 C1 Sp1 Sp3 Sp10

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		hygiene is and how to achieve it	<ul style="list-style-type: none"> I can explain how personal hygiene links to a healthy body I understand how to achieve high standards of personal hygiene <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.brook.org.uk</p>			
12	Growing up (inc FGM) ESSENTIAL LESSON	To describe a range of issues that may impact you as you grow up to be an adult Explain that there are some cultural practices in the world that do not respect ‘your body your rules’ principle and are illegal and dangerous	Keywords: Menstruation, FGM, Breast ironing, Breast flattening, Impotence Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> I know how to look after my best interests in the future I understand a range of cultural practices that are illegal and damaging for young people I understand the dangers of FGM and how to stop it from happening <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.haloproject.org.uk www.karmanirvana.org.uk</p>	Self assessment confidence checker pre and post lesson	Teenage puberty magazine project	SH-T8 RSE So7 M1 C1 Sp1 Sp3 Sp10

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13	Assertiveness, consent and hormones	<p>Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others</p> <p>Explain that no one has the right to touch anyone else in a sexual manner if they do not want to be touched.</p>	<p>Keywords: Respect, differences, understanding, diversity, Consent</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I understand how to respect my own and others personal boundaries I understand the three key elements to giving consent I can effectively communicate with others in an assertive way <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	Teenage puberty magazine project	SH-T8 So7 M1 C1 Sp1 Sp3 Sp10
14	Self-esteem and empowerment	<p>To describe the concept of self esteem and recognise behaviours linked to low and high self esteem</p> <p>Develop strategies to help someone who has low self esteem and to understand the wide range of influences on self esteem</p>	<p>Keywords: Low self esteem, High self esteem, Empowerment, Climate activist</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can define low and high self esteem and give examples I understand a range of issues that may impact my own self esteem I know a wide range of ways to boost my own self esteem 	STAR ASSESSMENT Self assessment confidence checker pre and post lesson	Teenage puberty magazine project	GB SH So7 M1 C1 Sp1 Sp3 Sp10

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