

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
-----------	--------------------	--	---	--------------------	--	----------------------------------

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

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
-----------	--------------------	--	---	--------------------	--	-------------------------------------

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

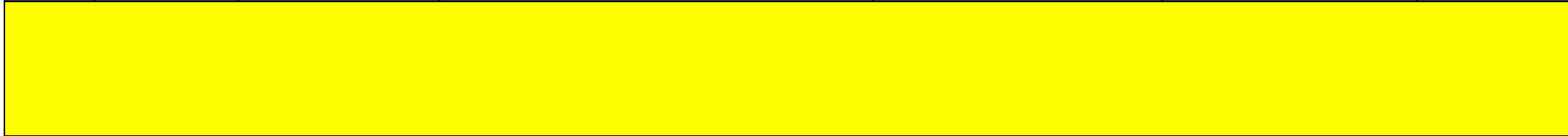
RSE – Statutory RSE

- 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).

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 codes
-----------	--------------------	--	---	--------------------	--	-------------------------------------



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
Summer 1 Key Theme: Relationships and sex education Topic: exploring relationships and sex education						
26	Campaign against fgm	<p>To identify what FGM is and to know that FGM is illegal and where you can go for help and support</p> <p>To explore the social and economic excuses used by people to encourage FGM</p> <p>To evaluate the best way to campaign against FGM practices here in the UK and Abroad</p>	<p>Keywords: Social, Economic, Financial, Illegality, Culture, Elders, Mutilation, Infertility, Preventable</p> <p>Do Now:</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I understand the dangers associated with FGM • I can explain the economic and social excuses made for committing FGM • I know how to support someone at risk of FGM <p>Plenary:</p> <p>Reflection:</p> <p>Charity / advise links: www.haloproject.org.uk</p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	RSE -T4 So7 M1 Sp1 Sp3 Sp10 C1
27	Sexting nudes and 'dick pics'	<p>To describe the legal, emotional and social consequences of sending sexts</p> <p>To explore the reasons why some</p>	<p>Keywords: Sexting, Nudes, Dick Picks, Peer Pressure, Consent, Revenge Porn, Consequences, Take Down Policy</p> <p>Do Now: Self assessment confidence checker</p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	SH -T2 RSE -T3 So7 M1 Sp1 Sp3 Sp10

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
		<p>young people send sexts, nudes and dick picks</p> <p>To be able to deal effectively assertively with requests and pressure to send sexts</p>	<p>Main tasks:</p> <ul style="list-style-type: none"> I can explain a range of possible consequences linked to sending and receiving sexts I know a good range of responses to a request for a sext message I know where I can get further help and support on issues related to sexting and explicit images ending up online <p>Plenary: www.brook.org.uk Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			C1
28	Porn life v real life	<p>I can explain a range of possible consequences linked to sending and receiving sexts</p> <p>I know a good range of responses to a request for a sext message</p> <p>I know where I can get further help and support on issues related to sexting and explicit images ending up online</p>	<p>Keywords: Revenge Porn, Extreme Porn, Sexting, Child Pornography, illegal, sexual excitement, stimulation</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I understand which types of Pornography are illegal I understand the differences between real life sex and Porn life sex I can explain the impact porn is having on society and relationships <p>Plenary: Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	SH -T2 RSE -T3 So7 M1 Sp1 Sp3 Sp10 C1

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
29	Porn materials and attitudes	<p>explain the differences and similarities between sex in real relationships and that which is featured in pornography</p> <p>Explore how common access to pornographic material can affect attitudes and beliefs towards sex, relationships and self</p>	<p>Keywords: Pornography, Culture, Sex, Illegal, Legal, Society, Revenge Porn,</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I understand why porn negatively influences peoples behaviours in society • I can identify a wide range of issues that are under represented in porn • I know what revenge porn is and the law surrounding it <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	RSE -T6 So7 M1 Sp1 Sp3 Sp10 C1
30	Domestic abuse and violence	<p>To describe a positive and healthy relationship.</p> <p>To describe the different types of abuse that exist</p> <p>To identify where to turn to for help with abusive relationships</p>	<p>Keywords: Coercion, Domestic Abuse, Domestic Violence, Intimidation, Emotional physical and sexual Abuse</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I can describe what domestic abuse and domestic violence is • I understand a range of things that can cause conflicts in a relationship 	Self assessment confidence checker pre and post lesson	Active Citizenship Project	RSE -T6 So7 M1 Sp1 Sp3 Sp10 C1

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
			<ul style="list-style-type: none"> I understand the barriers and coping strategies for leaving an abusive relationship <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.brook.org.uk www.nationaldahelpline.org.uk www.refuge.org.uk</p>			
31	Sexual violence	<p>To explore the laws regarding rape and sexual assault</p> <p>To explain how unhealthy behaviours and an imbalance of power in a relationships could lead to violence and sexual assault</p> <p>To assess what qualities to look for in a healthy loving relationship</p>	<p>Keywords: Sexual Assault, Rape, Genitals, Explicit, Consent, Abuse, Referral Centres</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can recognise what behaviours are unacceptable in a healthy relationship I can explain the law in regard to sexual assault and rape I know the important qualities to look for in a future partner that will keep me safe <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.nationaldahelpline.org.uk www.refuge.org.uk</p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	RSE -T6 So7 M1 Sp1 Sp3 Sp10 C1

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
32	Sexualisation of the media	<p>To explore the impact sexualisation of the media is having on teenagers</p> <p>To identify the links between body image and the medias influence on it</p> <p>To evaluate whether shows like Love island teach viewers about morals and ethics</p>	<p>Keywords: Social media influencers, Sexualisation, ASA, Mental Health, Body Image</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can describe the impact sexualization of the media is having on society I know what a positive or healthy body image is I can explain why comparing myself to those I see in the media can damage my mental health and self esteem <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>Active Citizenship Project</p>	<p>RSE -T3 So7 M1 Sp1 Sp3 Sp10 C1</p>
<p>Summer 2 Key Theme: Rights, responsibilities and British values Topic: Exploring British values</p>						
33	Critical thinking and fake news	<p>To identify how to spot fake news</p> <p>To explore the damaging consequences of Fake news</p> <p>To explain why critical thinking is important</p>	<p>Keywords: Fake News Conspiracy Theories, Critical thinking, Disinformation, Misinformation</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can spot fake news I understand the importance of critical thinking 	<p>Self assessment confidence checker pre and post lesson</p>	<p>Active Citizenship Project</p>	<p>CIT BV So7 M1 Sp1 Sp3 Sp10 C1</p>

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
			<ul style="list-style-type: none"> I understand why fake news can be damaging Plenary: Reflection: Self assessment confidence checker Charity / advise links:			
34	What is a cult	To define the word cult To explain why people may be attracted to these groups and some of the dangers of these groups To evaluate the difference between a cult and a religion	Keywords: Cult, tradition, religion, Values, manipulation, coercion Do Now: Self assessment confidence checker Main tasks: <ul style="list-style-type: none"> I know what a cult is I understand the differences between a cult and a religion I understand why people may decide to join a cult Plenary: Reflection: Self assessment confidence checker Charity / advise links:	Self assessment confidence checker pre and post lesson	Active Citizenship Project	CIT BV So7 M1 Sp1 Sp3 Sp10 C1
35	Exploring britishness and british values	To define the different British values To assess the importance of Promoting British Values	Keywords: Tolerance, values, Multicultural society, Social development, sovereignty Do Now: Self assessment confidence checker Main tasks:	Self assessment confidence checker pre and post lesson	Active Citizenship Project	CIT BV So7 M1 Sp1 Sp3 Sp10 C1

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
		To explain where our sense of identity comes from and why it is important to have a sense of belonging	<ul style="list-style-type: none"> I can describe the British Values I understand the different aspects that make up my identity I understand the importance of promoting British Values in school <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links:</p>			
36	LGBT Rights and british values	<p>To define homophobia and give examples of it in UK society</p> <p>To explore how British values can be used to combat homophobia</p> <p>To evaluate how far the UK has come in tackling various forms of discrimination</p>	<p>Keywords: Sovereignty, Homophobia Discrimination, tolerance, Rule of law, Prejudice</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> I can define the term homophobia I understand how British Values are used to combat homophobia in the UK I know where to seek support for myself or a friend who is dealing with homophobic abuse <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	Active Citizenship Project	BV CIT So7 M1 Sp1 Sp3 Sp10 C1
37	What are human rights?	To define what Human rights are	<p>Keywords: UDHR 148, Council of Europe, ECHR, ECtHR, United Nations, HRA 1998 Rights, Responsibilities</p>	Self assessment confidence checker pre and post lesson	Active Citizenship Project	CIT BV So7 M1

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
		<p>To explore how Human Rights came about</p> <p>To evaluate how we can protect Human Rights in the modern world</p>	<p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I can name a range of Human Rights • I understand the origins of Human Rights • I understand how Human rights are protected <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.hrawareness.org www.un.org</p>			<p>Sp1 Sp3 Sp10 C1</p>
38	Exploring human rights	<p>To explore how Human Rights are protected against in the UK come into conflict</p> <p>To describe the two categories of Human Rights</p> <p>To evaluate some of the issues that arise when Human Rights</p>	<p>Keywords: Amnesty International, absolute rights Non-Absolute rights , Justice</p> <p>Do Now: Self assessment confidence checker</p> <p>Main tasks:</p> <ul style="list-style-type: none"> • I can name eight Human Rights • I can explain the positive impacts of the Human Rights Act 1998 has had on society • I can describe situations when Human Rights may come into conflict <p>Plenary:</p> <p>Reflection: Self assessment confidence checker</p> <p>Charity / advise links: www.hrawareness.org</p>	<p>STAR ASSESSMENT</p> <p>Self assessment confidence checker pre and post lesson</p>	<p>Active Citizenship Project</p>	<p>CIT BV So7 M1 Sp1 Sp3 Sp10 C1</p>

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
			www.un.org			