

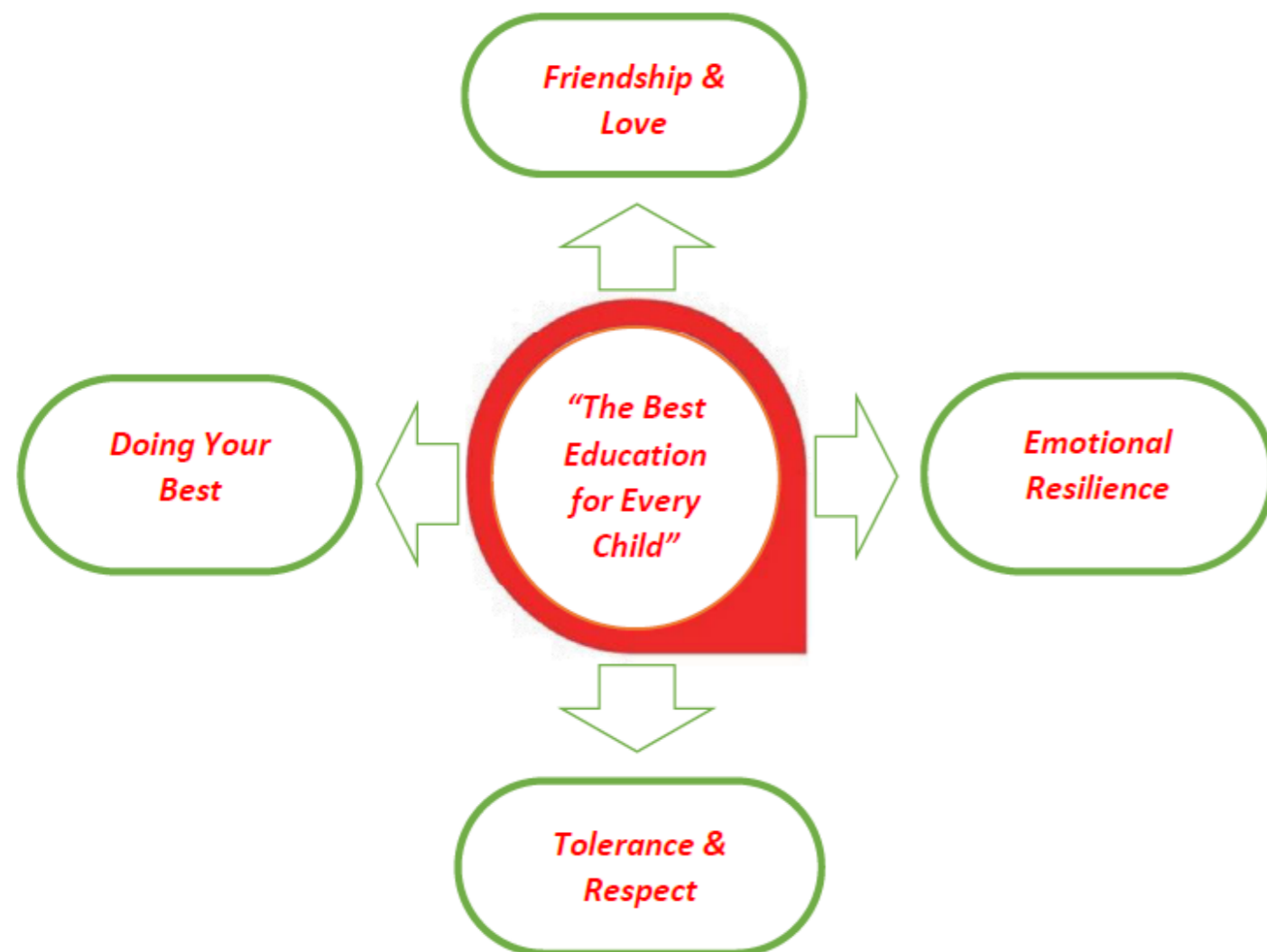
PSHE

Schedules & Medium Term
Plans

PSHE and Social Science
Faculty

Head of Faculty: Phil Jacobson

Date of last review: March 2021



PSHE Schedule OTS Foundation Stage (KS1 & 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 1	<p>Title: Being Me in My World</p> <p>Context: Ensure all children understand what calm is and how it feels. Understand the rights and responsibilities as a member of my class . know my views are valued . recognise the choices.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Difference</p> <p>Context: identify similarities between people in my class. understand how being bullied might feel. know some people who I could talk to if I was feeling unhappy or being bullied. know how to make new friends .tell you some ways I am different from my friends.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: set simple go. understand how to work well with a partner. identify how I feel when I am faced with a new challenge. know how I feel when I see obstacles and how I feel when I overcome them.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. know how to make healthy lifestyle choices. know how to keep myself clean and healthy, and understand how germs cause disease/ illness know that all household products including medicines can be harmful if not used properly.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: identify the members of my family and understand that there are lots of different types of families . identify what being a good friend means to me. know appropriate ways of physical contact to greet my friends and know which ways I prefer. recognise my qualities as a person and a friend.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: understand that changes happen as we grow and that this is OK. know that changes are OK and that sometimes they will happen whether I want them to or not. know how my body has changed since I was a baby. identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina. know some ways to cope with changes.</p> <p>Banding: Step 1-2</p> <p>Progression Area: Being Me n My World</p>
Year 2	<p>Title: Being Me in My World</p> <p>Context: identify some of my hopes and fears for this year. understand the rights and responsibilities of being a member of my class and school. help make my class a safe and fair place .</p> <p>Banding: Step 2-3</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: start to understand that sometimes people make assumptions about boys and girls (stereotypes). understand that bullying is sometimes about difference be able to tell you how someone who is bullied feels be able to be kind to children who are bullied. recognise what is right and wrong and know how to look after myself. understand that it is OK to be different from other people and to be friends with them.</p> <p>Banding: Step 2-3</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: recognise who it is easy for me to work with and who it is more difficult for me to work with . work cooperatively in a group to create an end product explain some of the ways I worked cooperatively in my group to create the end product .know how to share success with other people</p> <p>Banding: Step 2-3</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: know what I need to keep my body healthy. show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed . understand how medicines work in my body and how important it is to use them safely . sort foods into the correct food groups and know which foods my body needs every day to keep me healthy .</p> <p>Banding: Step 2-3</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate . identify some of the things that cause conflict with my friends . recognise and appreciate people who can help me in my family, my school and my community .</p> <p>Banding: Step 2-3</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: recognise cycles of life in nature . tell you about the natural process of growing from young to old and understand that this is not in my control . recognise how my body has changed since I was a baby and where I am on the continuum from young to old . understand there are different types of touch and tell you which ones I like and don't like .</p> <p>Banding: Step 2-3</p> <p>Progression Area: Being Me n My World</p>

PSHE Schedule OTS Foundation Stage (KS1 & 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 3	<p>Title: Being Me in My World</p> <p>Context: recognise my worth and identify positive things about myself and my achievements set personal goals . understand why rules are needed and how they relate to rights and responsibilities . understand my actions affect others and try to see things from their points of view .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: understand that everybody's family is different and important to them . know what it means to be a witness to bullying . recognise that some words are used in hurtful ways . tell you about a time when my words affected someone's feelings and what the consequences were .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: tell you about a person who has faced difficult challenges and achieved success . identify a dream/ambition that is important to me . recognise obstacles which might hinder my achievement and take steps to overcome them .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: understand how exercise affects my body and know why my heart and lungs are such important organs . know that the amount of calories, fat and sugar I put into my body will affect my health . identify things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females . know and use some strategies for keeping myself safe online . explain how some of the actions and work of people around the world help and influence my life .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby . understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow . identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up .</p> <p>Banding:Step 3-4</p> <p>Progression Area: Being Me n My World</p>
Year 4	<p>Title: Being Me in My World</p> <p>Context: know my attitudes and actions make a difference to the class team . understand who is in my school community, the roles they play and how I fit in . understand how democracy works through the school council/in this school .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: understand that, sometimes, we make assumptions based on what people look like . understand what influences me to make assumptions based on how people look . know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: understand that sometimes hopes and dreams do not come true and that this can hurt . know how to work out the steps to take to achieve a goal, and do this successfully as part of a group .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: recognise how different friendship groups are formed, how I fit into them and the friends I value the most . understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke . understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: recognise situations which can cause jealousy in relationships . recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm . describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this .</p> <p>Banding:Step 4-5</p> <p>Progression Area: Being Me n My World</p>

PSHE Schedule OTS Foundation Stage (KS1 & 2)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 5	<p>Title: Being Me in My World</p> <p>Context: understand my rights and responsibilities as a citizen of my country . understand my rights and responsibilities as a citizen of my country and a member of my school .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: understand that cultural differences sometimes cause conflict . understand what racism is .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: understand that I will need money to help me achieve some of my dreams . know about a range of jobs carried out by people I know and explore how much people earn in different jobs . identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: know the health risks of smoking and can tell you how tobacco affects the lungs, liver and hear . know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart . know and put into practice basic emergency aid procedures (including recovery position) and to know how to get help in emergency situations .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: understand there are rights and responsibilities in an online community or social network . know there are rights and responsibilities when playing a game online .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: know how to develop my own self esteem . understand that puberty is a natural process that happens to everybody and that it will be OK for me . express how I feel about the changes that will happen to me during puberty .</p> <p>Banding: Step 5-6</p> <p>Progression Area: Being Me n My World</p>
Year 6	<p>Title: Being Me in My World</p> <p>Context: know that there are universal rights for all children but for many children these rights are not met . understand that my actions affect other people locally and globally .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: understand there are different perceptions about what normal means . understand how being different could affect someone's life .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these . recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: know about different types of drugs and their uses and their effects on the body particularly the liver and heart . understand that some people can be exploited and made to do things that are against the law . know why some people join gangs and the risks this involves .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: understand that people can get problems with their mental health and that it is nothing to be ashamed of .understand that there are different stages of grief and that there are different types of loss that cause people to grieve .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: aware of my own self-image and how my body image fits into that . explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally .</p> <p>Banding: Step 6-7</p> <p>Progression Area: Being Me n My World</p>

PSHE Schedule OTS Stage (KS3 & 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 7	<p>Title: Being Me in My World</p> <p>Context: Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Difference</p> <p>Context: Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support .</p> <p>Banding: Step 7-8</p> <p>Progression Area: Being Me n My World</p>
Year 8	<p>Title: Being Me in My World</p> <p>Context: Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, race and religion, prejudice, LGBT+ bullying .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation</p> <p>Banding: Step 8-9</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour .</p> <p>Banding: Step 8-9</p> <p>Progression Area: Being Me n My World</p>

PSHE Schedule OTS Stage (KS3 & 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Year 9	<p>Title: Being Me in My World</p> <p>Context: Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative selfidentity, abuse and coercion, coercive control .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: Personal strengths, health goals, SMART planning, links between body image and mental health, nonfinancial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression. .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services .</p> <p>Banding:Step 9-10</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes</p> <p>Banding:Step 9-10</p> <p>Progression Area: Being Me n My World</p>
Year 10	<p>Title: Being Me in My World</p> <p>Context: Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Celebrating Difference</p>	<p>Title: Celebrating Differences</p> <p>Context: Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Dreams and Goals</p>	<p>Title: Dreams and Goals</p> <p>Context: Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Improving health, sexual health, blood-borne infections, selfexamination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumourmongering, abuse in teenage relationships. Legislation, support and advice .</p> <p>Banding:Step 10-11</p> <p>Progression Area: Changing Me</p>	<p>Title: Changing Me</p> <p>Context: Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.</p> <p>Banding:Step 10-11</p> <p>Progression Area: Being Me n My World</p>

PSHE Schedule OTS Stage (KS3 & 4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
Tear 11	<p>Title: Being Me in My World</p> <p>Context: Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality</p> <p>Banding:Step</p> <p>Progression Area: Healthy Me</p>	<p>Title: Celebrating Differences</p> <p>Context:</p> <p>Banding:Step 11</p> <p>Progression Area:</p>	<p>Title: Dreams and Goals</p> <p>Context: Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong. .</p> <p>Banding:Step 11</p> <p>Progression Area: Healthy Me</p>	<p>Title: Healthy Me</p> <p>Context: Managing anxiety and stress, exam pressure, concentration strategies, worklife balance, sexual health, hygiene, selfexamination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe</p> <p>Banding:Step 11</p> <p>Progression Area: Relationships</p>	<p>Title: Relationships</p> <p>Context: Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support</p> <p>Banding:Step 11</p> <p>Progression Area:</p>	<p>Title: Changing Me</p> <p>Context:</p> <p>Banding:Step</p> <p>Progression Area:</p>

PSHE Schedule OTS Options Stage (KS4)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Term block	Notes: Each Half-Term block represents approximately 6 Lessons (45 minutes each) over 6-7 weeks.					
ASDAN Schedule	<p>Title: Keeping healthy</p> <p>Context: Having good hygiene practice. How to prevent disease. Support for people who suffer with drug abuse, alcohol related issues and research the physical effects of drugs. Healthy eating. STI's. Eating healthy.</p> <p>Banding: 9—11</p> <p>Progression Area: Health and wellbeing</p>	<p>Title: Keeping healthy</p> <p>Context: The benefits of cardiovascular exercise. The preventable causes of death in young people. Research GP's and Emergency departments. Research Mindfulness and positive thinking. Take part in physical exercise for a month.</p> <p>Banding: 9—11</p> <p>Progression Area: Health and wellbeing</p>	<p>Title: Social relationships</p> <p>Context: Ethnic diversity, discrimination and intolerance. Media and society. Conflicts. What can be done to prevent it, personal and internationally. Research what's good about the local community and why people choose to live where they do.</p> <p>Banding: 9—11</p> <p>Progression Area: British values? Relationships</p>	<p>Title: Social relationships</p> <p>Context: Consider what's regarded rude, bigoted and extreme. Monitor the news and consider the freedom of the press and free speech. Consider methods to prevent bullying and how to improve equality. Bullying</p> <p>Banding: 9—11</p> <p>Progression Area: British values? Relationships</p>	<p>Title: Careers and your future/ economic responsibility</p> <p>Context: Future career decisions and your rights when employed. CV's and work life balance. Work placement. Taxes, wages, company cars, public services and types of banking and savings. Higher education and student loans. Debt and ambling problems.</p> <p>Banding: 9—11</p> <p>Progression Area: Careers and finance</p>	<p>Title: Careers and your future/ economic responsibility</p> <p>Context: Getting a job. Gaining a job in your chosen career. Team building skills. Whistleblowing, confidentiality etc. Shopping ethically. Financial products How to budget.. Look at council tax and utility bills. Find ou about consumer rights.</p> <p>Banding: 9—11</p> <p>Progression Area: Careers and finance</p>
	<p>Title: Wellbeing</p> <p>Context: Happiness. Investigate relationships, resilience, bereavement and divorce. Investigate the life story of a person who has shown great resilience.</p> <p>Banding: 9—11</p> <p>Progression Area: Relationships</p>	<p>Title: Wellbeing</p> <p>Context: Bullying and discrimination. Celebrities and the media. Investigate the impact social media has on people wellbeing. Frst aid course. Friendship. Drug abuse or mental health issues.</p> <p>Banding: 9—11</p> <p>Progression Area: Relationships</p>	<p>Title: Intimate relationships</p> <p>Context: Differing sexual orientation. Advice on sex and relationships. Sex and young people and the benefits of marriage, violence in relationships, consensual sex and same sex couples. Advantages and disadvantages of different contraception.</p> <p>Banding: 9—11</p> <p>Progression Area: Sex education</p>	<p>Title: Intimate relationships</p> <p>Context: Types of relationships people can have. Unplanned pregnancy and talk to peers about physical and social changes in childhood. Organise a health professional to visit. Watch TV programmes aimed at young people.</p> <p>Banding: 9—11</p> <p>Progression Area: Sex education</p>	<p>Title: Becoming a parent</p> <p>Context: Being a parent. The cost of bringing up a baby Look at life style choices . Rights of the child. How to deal with a child who has a tantrum.</p> <p>Banding: 9—11</p> <p>Progression Area: Adult life</p>	<p>Title: Becoming a parent</p> <p>Context: Physical punishment to discipline children. Fostering and adopting. Breast feeding . What it will like to be a parent when older and the responsibilities this will bring. The effects on being a parent if a student, in prison, married and in a relationship.</p> <p>Banding: 9—11</p> <p>Progression Area: Adult life</p>

PSHE Foundation Medium Term Plan



Title: Year one	Qualification Outcomes: National Curriculum
Progression Areas: Year Two	Number of Lessons: 36
OTS Step Banding: 1-2	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 1</p> <p>10. PSHCE - Shows awareness of class routine</p> <p>11. PSHCE - Shows consideration towards others</p> <p>12. PSHCE - Attempts to play within the rules of a game</p> <p>13. PSHCE - Asks permission to use an object</p> <p>14. PSHCE - Talk about my group/family/class</p> <p>15. PSHCE - Joins in group activities</p> <p>16. PSHCE - Uses appropriate language to ask for the toilet</p> <p>17. PSHCE - Uses equipment in a variety of ways</p> <p>18. PSHCE - Gives others space</p> <p>19. PSHCE - Shows awareness and direction of others</p> <p>20. PSHCE - Colours within simple shape</p>	6	<p>Special and Safe</p> <p>I know how to use my Jigsaw Journal</p> <p>I feel special and safe in my class</p> <p>My Class</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I know that I belong to my class</p> <p>Rights and Responsibilities</p> <p>I understand the rights and responsibilities for being a member of my class</p> <p>I know how to make my class a safe place for everybody to learn</p> <p>Rewards and Feeling</p> <p>Proud I know my views are valued and can contribute to the Learning Charter</p> <p>I recognise how it feels to be proud of an achievement</p> <p>Consequences</p> <p>I can recognise the choices</p> <p>I make and understand the consequences</p> <p>I recognise the range of feelings when I face certain consequences</p> <p>Owning our Learning Charter</p> <p>I understand my rights and responsibilities within our Learning Charter</p> <p>I understand my choices in following the Learning Charter</p>	How do people remain safe in school and at home?	English Maths Science		<p>Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Jigsaw Jack, scenario picture PowerPoint, flipchart with rights/responsibility pictures from Piece 3, Jigsaw Journals, My Jigsaw Learning, Jigsaw Jerrie Cat.</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>

PSHE Foundation Medium Term Plan

Title: Year Two	Qualification Outcomes: National Curriculum
Progression Areas: Year Three	Number of Lessons: 36
OTS Step Banding: 2-3	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Soar step 2</p> <p>18. PSHCE - Works in a small group</p> <p>19. PSHCE - Share own ideas In a group</p> <p>20. PSHCE - Identify some rules in the classroom</p>	6	<p>Hopes and Fears for the Year</p> <p>I can identify some of my hopes and fears for this year</p> <p>I know how to use my Jigsaw Journal I recognise when I feel worried and know who to ask for help</p> <p>Rights and Responsibilities</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I recognise when I feel worried and know who to ask for help</p> <p>Rewards and Consequences</p> <p>I understand the rights and responsibilities for being a member of my class</p> <p>I can help to make my class a safe and fair place</p> <p>Rewards and Consequences</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I can help make my class a safe and fair place</p> <p>Our Learning Charter</p> <p>I understand how following the Learning Charter will help me and others learn</p> <p>I can work cooperatively</p> <p>Owning our Learning Charter</p> <p>I can recognise the choices</p> <p>I make and understand the consequences I am choosing to follow the Learning Charter</p>	What are my rights and responsibilities and what are the consequences of getting things right and wrong?	English Science Citizenship Art		<p>Jigsaw Charter, Jigsaw Chime, 'Calm' pictures, 'Calm Me' script, Jigsaw Jo, art materials, Whole School Learning Charter or sample Jigsaw version, Jigsaw Jo's bag, Jigsaw pieces template, My Jigsaw Learning, Jigsaw Journals, Jigsaw Jerrie Cat.</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>
7-12	<p>Solar step 2</p> <p>6. PSHCE - Names the main parts of their body</p>	6	<p>Boys and girls</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</p>	How can we recognise and prevent bullying?	English Science Citizenship		<p>Number cards, Jigsaw Chime, 'Calm Me' script, Jigsaw Song: 'There's a Place', Jigsaw Jo Scenario</p>

PSHE Foundation Medium Term Plan



Title: Year Three	Qualification Outcomes: National Curriculum
Progression Areas: Year Four	Number of Lessons: 36
OTS Step Banding: 3	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 3</p> <p>6. PSHCE - Listen to the concerns of others and be willing to assist</p> <p>8. PSHCE - Sharing responsibility</p> <p>9. PSHCE - Identify good and bad points within an environment</p> <p>10. PSHCE - Suggest what they would do if treated unkindly</p> <p>11. PSHCE - Show an understanding of right and wrong</p> <p>12. PSHCE - Identify what they have learnt during the previous week</p> <p>16. PSHCE - Take pride in the presentation of their work</p> <p>18. PSHCE - Identify physical and emotional bullying</p> <p>19. PSHCE - Discuss how they can improve a piece of work</p> <p>20. PSHCE - Observe- identify simple differences</p>	6	<p>Getting to Know Each Other</p> <p>I recognise my worth and can identify positive things about myself and my achievements.</p> <p>I can set personal goals I know how to use my Jigsaw Journal</p> <p>I value myself and know how to make someone else feel welcome and valued</p> <p>Our Nightmare School</p> <p>I can face new challenges positively, make responsible choices and ask for help when I need it</p> <p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</p> <p>Our Dream School</p> <p>I understand why rules are needed and how they relate to rights and responsibilities</p> <p>I know how to make others feel valued</p> <p>Rewards and Consequences</p> <p>I understand that my actions affect myself and others and I care about other people's feelings</p> <p>I understand that my behaviour brings rewards/consequences</p> <p>Our Learning Charter</p> <p>I can make responsible choices and take action</p> <p>I can work cooperatively in a group</p> <p>Owning our Learning Charter</p> <p>I understand my actions affect others and try to see things from their points of view</p>	Rights and responsibilities.	English Science Citizenship Art		<p>Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, paper, Post-It notes, Sign letter, timer, space to Post-Its, materials for signing a card, Learning Charter, My Jigsaw Journal, Jigsaw Journals, Jigsaw Cat</p> <p>Jigsaw Scheme of work resources Hyperlink</p>
7-12	<p>Soar step 3</p> <p>6. PSHCE - Listen to the concerns of others and be willing to assist</p> <p>8. PSHCE - Sharing responsibility</p>	6	<p>Family Conflict</p> <p>I understand that differences and conflicts sometimes happen among family members</p> <p>I know how to calm myself down and can use the 'Solve it together' technique</p> <p>Witness and feelings</p>	Understanding feelings.	English Science Citizenship Art		<p>Jigsaw Chime, 'Calm Me' script, Letter cards to 'family' (six cards with letter on each), PowerPoint: Family Conflict, 'Solve it together' resource PowerPoint/poster</p>

PSHE Foundation Medium Term Plan

Title: Year Four	Qualification Outcomes: National Curriculum
Progression Areas: Year Five	Number of Lessons: 36
OTS Step Banding: 4	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 4</p> <p>6. PSHCE - Understand terms: true/lie, give/take, good/bad, right/wrong</p> <p>8. PSHCE - Identify tools that may be dangerous</p> <p>9. PSHCE - Identify places that are dangerous to play</p> <p>10. PSHCE - Identify who they can go to for help</p> <p>14. PSHCE - Be able to share resources and work with a partner</p> <p>15. PSHCE - To identify ways of asking for help</p> <p>16. PSHCE - Be able to show and describe their finished work.</p> <p>17. PSHCE - Be able to ask for specific material they need for a task</p> <p>18. PSHCE - Be able to say what they like about their own and others work</p> <p>19. PSHCE - Identify some basic needs of people</p> <p>20. PSHCE - Identify how to keep the school clean</p>	6	<p>Becoming a Class</p> <p>'Team' I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued</p> <p>Being a School Citizen</p> <p>I understand who is in my school community, the roles they play and how I fit in</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>Rights, Responsibilities and Democracy</p> <p>I understand how democracy works through the School Council</p> <p>I can recognise my contribution to making a Learning Charter for the whole school</p> <p>Rewards and Consequences</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>I understand how rewards and consequences motivate people's behaviour</p> <p>Our Learning Charter</p> <p>I understand how groups come together to make decisions</p> <p>I can take on a role in a group and contribute to the overall outcome</p> <p>Owning Our Learning Charter</p> <p>I understand how democracy and having a voice benefits the school community</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	Becoming a team player.	<p>English</p> <p>Maths</p> <p>Art</p> <p>Citizenship</p> <p>Sociology</p>		<p>Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Choices Bingo Sheets, Children's group posters from previous Piece, Learning Charter, UNCRC Article 28 (see Piece 3), materials for childrens' posters, certificates, My Jigsaw Journey Jigsaw Journals, Jigsaw Jerrie Cat.</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>

PSHE Foundation Medium Term Plan

Title: Year Five	Qualification Outcomes: National Curriculum
Progression Areas: Year Six	Number of Lessons: 36
OTS Step Banding: 5-6	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 5</p> <p>7. PSHCE - Understand the idea of taking a vote</p> <p>8. PSHCE - Identify the communities to which they belong</p> <p>9. PSHCE - Identify ways in which the environment can be damaged</p> <p>10. PSHCE - Discuss the achievements of each person</p> <p>11. PSHCE - Show an understanding of right and wrong</p> <p>12. PSHCE - Identify what they have learnt during the previous week</p> <p>16. PSHCE - Know it is wrong to treat people differently because of their differences</p> <p>19. PSHCE - Discuss how they can improve a piece of work</p> <p>20. PSHCE - Observe: can identify simple differences</p> <p>Solar step 6</p> <p>6. PSHCE - Talk about where they had problems but overcame them</p>	6	<p>My Year Ahead</p> <p>I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal</p> <p>I know what I value most about my school and can identify my hopes for this school year</p> <p>Being a Citizen of My Country</p> <p>I understand my rights and responsibilities as a citizen of my country</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>Year 5 Responsibilities</p> <p>I understand my rights and responsibilities as a citizen of my country and as a member of my school</p> <p>I can empathise with people in this country whose lives are different to my own</p> <p>Rewards and Consequences</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel</p> <p>I understand that my actions affect me and others</p> <p>Our Learning Charter</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>Owning our Learning Charter</p> <p>I understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it</p>	What challenges do people face?	English Citizenship Art		<p>Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, Reward PowerPoint slide, Jigsaw Jez, Jigsaw Jez's bag, Post-Its, Clip of London Riots 2011 (for use if time), Piece 3 flipchart - Rights/Responsibilities, Learning Charter puzzle pieces, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat.</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>
7-12	<p>Solar step 5</p> <p>6. PSHCE - Listen to the concerns of others and be willing to assist</p>	6	<p>Different cultures</p> <p>I understand that cultural differences sometimes cause conflict</p>	Understanding different cultures.	English Citizenship Art		<p>Jigsaw Chime, 'Calm Me' script, Jigsaw Jez, PowerPoint scenario picture: Carol, Different coloured post-its (2</p>

PSHE Foundation Medium Term Plan

Title: Year Six	Qualification Outcomes: National Curriculum
Progression Areas: Year Seven	Number of Lessons: 36
OTS Step Banding: 6—7	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 6</p> <p>7. PSHCE - Take turns in a large group discussion</p> <p>8. PSHCE - Consider how responsibilities may be stereotyped by gender or age i.e. mum cooks</p> <p>9. PSHCE - How money can be earned</p> <p>10. PSHCE - Discuss the role of charities</p> <p>12. PSHCE - Identify the role of the police and the queen</p> <p>13. PSHCE - Using past experience pupils plan their actions to achieve the desired result</p> <p>14. PSHCE - Aware that culture and religion can effect diet</p> <p>20. PSHCE - Identify how their actions affects others</p> <p>Solar step 7</p> <p>8. PSHCE - Identify the differences between national and International charities</p> <p>12. PSHCE - Find out the role of the council</p>		<p>My Year Ahead</p> <p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them</p> <p>I know how to use my Jigsaw Journal I feel welcome and valued and know how to make others feel the same</p> <p>Being a Global Citizen 1</p> <p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand my own wants and needs and can compare these with children in different communities</p> <p>Being a Global Citizen 2</p> <p>I understand that my actions affect other people locally and globally I understand my own wants and needs and can compare these with children in different communities</p> <p>The Learning Charter</p> <p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</p> <p>Our Learning Charter</p> <p>I understand how an individual's behaviour can impact on a group</p> <p>I can contribute to the group and understand how we can function best as a whole</p> <p>Owning our Learning Charter</p> <p>I understand how democracy and having a voice benefits the school community</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself</p>	<p>What's the consequences of being a global citizen?</p>	<p>English</p> <p>Citizenship</p>		<p>Jigsaw Charter, Jigsaw Chime, 'Calm Me' script, treasure box with rattly treasure, example completed Learning Charter, Learning Charter template, My Jigsaw Journey, Jigsaw Journals, Jigsaw Jerrie Cat, Jigsaw Jem.</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>

PSHE Medium Term Plan

Title: Year Seven	Qualification Outcomes: National Curriculum
Progression Areas: Year Eight	Number of Lessons: 36
OTS Step Banding: 7— 8	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 7</p> <p>6. PSHCE - Identify things that can cause them to be sad/happy/angry/jealous/frightened/excited/embarrassed/proud</p> <p>13. PSHCE - Discuss how equal opportunities can be given to all</p> <p>18. PSHCE - Identify the difference between work and recreation</p> <p>19. PSHCE - Offer ideas to combat bullying</p> <p>Solar step 8</p> <p>8. PSHCE - Identify examples of anti social behaviour</p> <p>9. PSHCE - Identify people who try to influence them</p> <p>10. PSHCE - Do rights bring responsibilities</p> <p>11. PSHCE - Find out the role of the government</p> <p>12. PSHCE - Identify what may happen to people who break the law</p> <p>17. PSHCE - Strategies for resisting pressure from peers/society/media</p> <p>18. PSHCE - Identify reasons why people become bully's</p>	6	<p>Who am I?</p> <p>I can recognise that identity is affected by a range of factors</p> <p>I know that I am a unique individual, and I can think about myself on many different levels (e.g. physical characteristics, personality, attainments, attitudes, values, etc.)</p> <p>My influences</p> <p>I can understand that identity is affected by a range of factors</p> <p>I can identify what influences my life</p> <p>Peer pressure and belonging</p> <p>I understand how peer pressure operates within groups</p> <p>I can achieve an appropriate level of independence from others while maintaining positive relationships with them</p> <p>My online identity</p> <p>I can recognise how I present myself online</p> <p>I understand how my online identity can affect what others think and feel about me</p> <p>What are the consequences of what I say and do online?</p> <p>I understand what can influence my behaviour online</p> <p>I understand that what I say and do online can have consequences for myself and others</p> <p>Assessment</p> <p>I can maintain positive on and offline relationships</p> <p>I understand that what I say and do online can have consequences for myself and others.</p>	How do I fit into the world I live in?	English IT Citizenship Sociology		<p>Jigsaw Chime PowerPoint slides Jigsaw Charter Mingle Bingo template Person Template Flipchart paper Scenario cards Jigsaw Journals</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>
7-12	<p>Solar step 7</p> <p>6. PSHCE - Identify things that can cause them to be sad/happy/angry/jealous/frightened/excited/embarrassed/proud</p> <p>8. PSHCE - Identify the differences between national and International charities</p>	6	<p>Prejudice and Discrimination</p> <p>I can describe what prejudice and discrimination are I know what bystanders are and their impact on bullying I can explain some ways the Equality Act protects against prejudice and discrimination</p> <p>I can identify what is important for me and what I expect</p>	Do we need to feel 'the same as' to belong?	English Citizenship Sociology IT Art		<p>Jigsaw Chime PowerPoint slides Jigsaw Charter Small pieces of paper – several for each student Practising assertiveness: example situations sheets A4 paper Post-It Notes (optional) Jigsaw Jour-</p>

PSHE Medium Term Plan

Title: Year Eight	Qualification Outcomes: National Curriculum
Progression Areas: Year Nine	Number of Lessons: 36
OTS Step Banding: 8 — 9	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 8</p> <p>8. PSHCE - Identify examples of anti social behaviour</p> <p>9. PSHCE - Identify people who try to influence them</p> <p>10. PSHCE - Do rights bring responsibilities</p> <p>15. PSHCE - Look at how race can affect peoples lives</p> <p>16. PSHCE - Identify a range of strategies for coping with emotional difficulties i.e. time out</p> <p>17. PSHCE - Strategies for resisting pressure from peers/ society/media</p> <p>Solar step 9</p> <p>10. PSHCE - The positive and negative roles played by drugs in society (including alcohol)</p> <p>11. PSHCE - The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>12. PSHCE - To explore the range of positive qualities people bring to relationships</p> <p>13. PSHCE - The roles and responsibilities of parents, carers and children in families</p> <p>15. PSHCE - To recognise bullying and abuse in all its forms</p> <p>16. PSHCE - The similarities, differences and diversity among people of different race, culture, disability, gender identity</p>	6	<p>Who am I?</p> <p>I can appreciate that identities are complex and can change over time</p> <p>I can appreciate the similarities, differences and diversity of people’s identities</p> <p>I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life</p> <p>My ‘family’</p> <p>I can understand about collective and individual identities and cultural diversity</p> <p>I understand the influence family has on self identity I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I’ve chosen to reject</p> <p>‘Family Factors’</p> <p>I can define what stereotypes are</p> <p>I can listen actively to other people</p> <p>I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations of, for example, my family</p> <p>The power of first impressions</p> <p>I understand that first impressions can lead to judgements that may be misinformed</p> <p>I understand that I can make accurate and inaccurate assumptions about my own and others’ identities</p> <p>I understand that I can make choices about the influences I accept as part of my personal identity</p> <p>Faith and beliefs</p> <p>I understand that there are a range of beliefs within any community and I can recognise the beliefs I hold as important to me</p> <p>I can appreciate that people’s faiths and beliefs can affect</p>	Can I choose how I fit into the world?	<p>Citizenship</p> <p>English</p> <p>Sociology</p> <p>RE</p>		<p>Jigsaw Chime Jigsaw Charter PowerPoint Slides Workbook pages Shield template (optional) Expectations template (optional) What’s important to me template (optional)</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>

PSHE Medium Term Plan

Title: Year Nine	Qualification Outcomes: National Curriculum
Progression Areas: Year Ten	Number of Lessons: 36
OTS Step Banding: 9—10	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 9</p> <p>6. PSHCE - To recognise their personal strengths and how this affects their self-confidence and self-esteem</p> <p>9. PSHCE - To understand risk within the context of personal safety, especially accident prevention and road safety</p> <p>10. PSHCE - The positive and negative roles played by drugs in society (including alcohol)</p> <p>11. PSHCE - The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)</p> <p>12. PSHCE - To explore the range of positive qualities people bring to relationships</p> <p>13. PSHCE - The roles and responsibilities of parents, carers and children in families</p> <p>18. PSHCE - Different types of work, including employment, self-employment and voluntary work</p> <p>19. PSHCE - Gambling and its consequences</p> <p>20. PSHCE - The laws and by-laws relating to young peoples permitted hours and types of employment and how to minimise health and safety risks</p> <p>Solar step 10</p> <p>6. PSHCE - To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</p>	6	<p>Expectations and perceptions of relationships</p> <p>I understand that different people have different expectations of intimate relationships and know how to access support if worried about a relationship issue</p> <p>I have an understanding of my own expectations of intimate relationships</p> <p>Peer Approval</p> <p>I can explain peer approval and how it can cause problems I can describe what grooming is and give examples</p> <p>I have strategies to help me manage my peer group relationships</p> <p>'Risks'</p> <p>I can suggest links between risky behaviour choices and the influence of social groups I know that I can accept or reject influences</p> <p>I know where to access help and advice if I am concerned about a risky situation in my life</p> <p>Being 'me' in a group</p> <p>I can Identify differences between myself and others in my social groups I can explain how differences can be a source of conflict or a reason to celebrate</p> <p>I can manage differences of opinion within my social groups to maintain positive and safe relationships</p> <p>Consent</p> <p>I can explain the links between having a positive self-identity and healthy intimate relationships I understand what consent means for me within my peer and intimate social groups</p> <p>I know how to report abusive or coercive behaviour I can explain how negative self-identity and low self-esteem can contribute towards risky behaviour</p> <p>Assessment</p> <p>I understand how the choices I make can be linked to my self-identity and self-esteem, and how this can affect my health and relationships</p> <p>I feel confident about re-assessing my own and others' be-</p>	To what extent does the world I live in affect my identity?	<p>Citizenship</p> <p>English</p> <p>Sociology</p> <p>RE</p> <p>IT</p>		<p>Jigsaw Chime Jigsaw Charter PowerPoint slides 'The Situation' Assessment / reflection sheets What's OK? - card sort www.youtube.com/watch?v=a9ZNV9a9N3M www.youtube.com/watch?v=1L6HB97lbrQ Don't confuse love an abuse confuse (2.45)</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>

PSHE Medium Term Plan

Title: Year Ten	Qualification Outcomes: National Curriculum
Progression Areas: Year Eleven	Number of Lessons: 36
OTS Step Banding: 10—11	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 10</p> <p>6. PSHCE - To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism</p> <p>10. PSHCE - The characteristics and benefits of positive, strong, supportive, equal relationships</p> <p>13. PSHCE - How to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement</p> <p>15. PSHCE - To recognise bullying and abuse in all its forms and to have the skills and strategies to manage being targeted or witnessing others being targeted</p> <p>Solar step 11</p> <p>8. PSHCE - Where and how to obtain health information, advice and support (including sexual health services)</p> <p>13. PSHCE - How to access statutory and voluntary organisations that support relationships in crisis and other sources of information, advice and support</p> <p>16. PSHCE - To evaluate their own personal strengths and areas for development and to use this to inform goal setting</p> <p>17. PSHCE - To think critically about extremism and intolerance in whatever forms they take</p>	6	<p>Liberty and safety in my world</p> <p>I can list the freedoms I enjoy in society I can describe what personal freedom means to me I can describe my understanding of safety I can identify potential risks to my safety</p> <p>I understand that this can differ in other parts of the world I can compare my freedom and safety to that of teenagers in different parts of the world</p> <p>How I feel when things end</p> <p>I can describe the stages of grief I know where to appropriately get help and support with loss and bereavement issues I can discern which online sources or support in regards to loss/ grief are helpful or not</p> <p>I understand the range of emotions associated with relationships ending I understand the behaviours that some people experience as a result of grief, this can be on or off-line I can identify some of the ways some individuals manage grief and loss</p> <p>How social media affects me, my identity and culture</p> <p>I recognise the positive and negative role of social media e.g. challenge culture vs environmental campaigns and awareness building</p> <p>I understand the impact social media has on culture and identity I recognise how online data is used both positively and negatively I can compare social media usage across different societies I can reflect on how social media can impact on safety</p> <p>Rated!</p> <p>I can identify potential threats to online safety I understand “netiquette” and legislation relating to online safety</p> <p>I can state decision-making process regarding what you post online I can critically assess own online identity</p> <p>Risk</p> <p>I can identify potential threats to safety in a range of situations on and offline I can describe actions to mitigate risk in a range of situations</p> <p>I know how to get help if personal safety is threatened I know</p>	Is managing my online and offline world within my control?	<p>Citizenship</p> <p>English</p> <p>Sociology</p> <p>RE</p> <p>IT</p>		<p>Jigsaw Chime PowerPoint slides Jigsaw Charter Rights and responsibilities in the workplace quiz – one sheet per pair Case studies in the workplace - one per small group</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>

PSHE Medium Term Plan

Title:	Qualification Outcomes: National Curriculum
Progression Areas: Year 11	Number of Lessons: 24
OTS Step Banding:	Number of Weeks: 24

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson plans
1-6	<p>Solar step 11</p> <p>6. PSHCE - To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others</p> <p>7. PSHCE - To take increased responsibility for monitoring their own health (including testicular and breast self-examination)</p> <p>8. PSHCE - Where and how to obtain health information, advice and support (including sexual health services)</p> <p>9. PSHCE - To recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes</p> <p>10. PSHCE - The wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle</p> <p>14. PSHCE - To recognise the impact of drugs and alcohol on choices and sexual behaviour</p> <p>15. PSHCE - To understand the role of sex in the media and its impact on sexuality</p>	6	<p>Becoming an adult</p> <p>I can state what 'being an adult' means to me I can give some examples of legislation that affects me at 16</p> <p>I can identify things I am looking forward to in adulthood, and things that concern me I know where to access help and information if I am worried or concerned about anything</p> <p>Relationships and the law</p> <p>I can give examples of legislation that relates to sex and relationships I know about the legal status of different relationships e.g marriage, civil partnership, co-habitation I can explain why coercive control, sexual harassment and sexual violence in relationships is unacceptable, illegal and the consequences of this</p> <p>I can suggest ways to keep myself and others safe in regard to healthy and positive relationships I know how and where to access advice and support if I am concerned about a sex or relationship matter</p> <p>The law and you</p> <p>I can give examples of legislation around the possession and supply of drugs, tobacco and other substances I can explain the legal consequences of breaching the Equality Act</p> <p>I can assess the impact of substance supply and misuse on the range of people involved in a scenario including coercive control I can suggest ways to keep myself and others safe in regard to alcohol and substances I know how and where to access advice and support if I am concerned about the misuse of power or coercive control</p> <p>Me, the internet and the law</p> <p>I can give examples of legislation in reference to online activity I can assess the impact of illegal online activity and misuse of technology on a range of people I can explain why pornography is legislated against and the potential consequences of viewing pornography</p> <p>I know how and where to access advice and support if I am concerned about the misuse of technology Jigsaw Chime Jigsaw Charter PowerPoint slides Self-Review tool (pre & post lesson) What's the law about internet use? What's the impact? How young is too young to use the internet?</p>	Are we in the adult world at 16?	<p>Citizenship</p> <p>English</p> <p>Sociology</p> <p>IT</p> <p>Maths</p> <p>PE</p>		<p>Jigsaw Charter Jigsaw Chime PowerPoint slides Flipchart paper Template – types of living arrangements (optional) Templates for parenting questions (optional) Templates for diamond 9 (optional)</p> <p>Jigsaw Scheme of work and resources Hyperlink</p>

PSHE Options and Foundation Medium Term Plan

Title: ASDAN PSHE	Qualification Outcomes: ASDAN
Progression Areas:	Number of Lessons: 72
OTS Step Banding: 7— 8	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1		12	<p>Complete between 3 or 5 challenges (0.5 or 1 credit) over 5 or 10 hours.</p> <ol style="list-style-type: none"> Having good hygiene practices is one way to prevent disease and ill health. In pairs, make wallcharts showing the importance of good hygiene in two of the following areas: •food handling •food storage •sewage and toilet systems •water supply •dental hygiene •sexual hygiene Compare your wallcharts to decide which messages are best. Investigate three websites that offer advice and support for young people on drugs or substance abuse or alcohol-related issues. Present your findings in an interesting way. Find out about the physical effects of a drug that is legally available, e.g. alcohol, tobacco or 'legal highs'. Present your findings as an evidence-backed case in favour of making this substance illegal. Show that you understand the benefits of one type of cardio-vascular exercise and one type of flexibility exercise. Make a short video to show others how to take part in one of your chosen exercise regimes. As a group find out about common but preventable causes of death in young people; take one cause each to investigate. Present your group's work as a leaflet or wall display that aims to educate and therefore reduce the number of deaths from these causes. Investigate risk-taking behaviours that can damage your health or safety, e.g. drinking alcohol, smoking tobacco, piercings and tattoos, getting involved with gangs. With others, discuss and agree: •what makes these behaviours attractive •how the risks can be reduced. Critically examine and improve one recent health promotion campaign (e.g. eating five portions of fruit and 	<p>What consists of a healthy lifestyle?</p> <p>What are the effects of an unhealthy lifestyle?</p> <p>How can we try to ensure a long life?</p>	<p>English</p> <p>Maths</p> <p>P.E</p> <p>Science</p> <p>IT</p> <p>Catering</p> <p>Media</p>		

PSHE Options and Foundation Medium Term Plan

Title: ASDAN PSHE	Qualification Outcomes: ASDAN
Progression Areas:	Number of Lessons: 72
OTS Step Banding: 7— 9	Number of Weeks: 36

Week No.	OTS Assessments Steps (SOLAR)	No. of Lessons	Lesson Outlines	Key Assessment Questions	Cross Curricular Links	Homework	Resources *Including links to lesson
1	<p>Wellbeing</p> <p>Step 4. 1. RE - Recount and describe elements of religious stories.</p> <p>Step 4. 2. RE - Recognise and describe religious objects/places/ people/practices</p> <p>Step 4. 14. PSHCE - Be able to share resources and work with a partner</p> <p>Step 4. 15. PSHCE - To identify ways of asking for help</p> <p>Step 4. 16. PSHCE - Be able to show and describe their finished work.</p> <p>Step 4. 17. PSHCE - Be able to ask for specific material they need for a task</p>	12	<p>Complete between 3 or 5 challenges (0.5 or 1 credit) over 5 or 10 hours.</p> <ol style="list-style-type: none"> 1) Create happiness timelines based on your interviews with two older people in which you ask them to identify when they were happiest, when they were unhappy, how they dealt with their unhappy times and any tips they have to maximise happiness. Make posters sharing their advice. 2) Find out about the help available for people when they are bereaved or go through a divorce. Use poetry, art or dance to describe the strong emotions felt when a person experiences one of these life events. 3) Choose two important relationships in your life at the moment. Think about how these relationships may change and develop in the future. Show that you have discussed your ideas with other people in these relationships. 4) In a pair each find out about the life story of someone who has shown great resilience e.g. Simon Weston, Tanni Grey Thompson, Oprah Winfrey. Interview your partner in character and be interviewed. Write a social media post that summarises what you have learnt. 5) Make a scrapbook of news stories about bullying and discrimination. Show that you know how bullying and discrimination affects the people who experience it and suggest how the behaviour can be prevented. 6) Take part in a discussion or debate on one of the following, or another similar topic: <ul style="list-style-type: none"> •the influence of celebrity and the media on young people today •the link between eating patterns (including eating disorders) and self-image •managing peer pressure around risky lifestyle choices (e.g. substance abuse, unhealthy diets, sunbathing). 	How do we improve our physical and emotional wellbeing?	<p>English</p> <p>Maths</p> <p>P.E</p> <p>Science</p> <p>IT</p> <p>Media</p> <p>Sociology</p>		