

**Barnsley Academy – Y7 PSHE Curriculum**  
**Scheme of Work – 2023-24 (Autumn 1 & 2)**

Term 1	Week 2 Lesson 1	
<b>Lesson Focus</b>	<b>Understanding Myself and Others: Moving Up</b> <i>Getting to know my new school and looking forward to this year.</i> <ul style="list-style-type: none"> <li>- To get to know the students in your class.</li> <li>- To become familiar with your new school.</li> <li>- To understand what PSHE in Year 7 is about</li> <li>- To reflect on your ambitions for the year ahead</li> </ul>	<b>Understanding Myself and Others: Self-Management</b> <i>Managing your time in and out of school</i> <ul style="list-style-type: none"> <li>- To learn to manage your time in school and your free time</li> <li>- To understand what is meant by the term 'balance'</li> <li>- To appreciate the importance of having a balance</li> </ul>
<b>Prerequisite Knowledge</b>	PSHE/RSE content covered in the Key Stage 2 Primary Curriculum.	Y7 Lesson 1: To become familiar with your new school.
<b>Core Knowledge</b>	UNCRC Article: Article 29 – Aims of Education Character Values: Ambitious, Determination, Respectful	UNCRC Article: Article 17 – Access to Information Character Values: Autonomy, Resilience, Self-Control
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	<p>Use of Expert Model videos and texts are built into every lesson.</p> <p>After the Expert Model, students reflect on the following questions:            Q1 and 2 – specific comprehension questions based on information in the Expert Model            Q3 – students reflect on the importance of the general theme in the Expert Model            Students then use the Expert Model to inform their Independent Practice responses.</p> <p>Link to agreed PSHE lesson structure: <a href="#">PSHE - Lesson Structure .docx</a></p>	
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- Getting to Know Your Class: Find Somebody Who (IP Communication and Oracy)</li> <li>- Taking Charge: What Do I Do If? (IP Written)</li> <li>- Looking forward: Hopes and Concerns (IP Written)</li> </ul>	<ul style="list-style-type: none"> <li>- Study Timetable (IP Written)</li> <li>- A Healthy Balance (IP Written)</li> </ul>
<b>Assessment</b> (Informal/Formal)	Circulation. White board checks. Cold Calling. Targeted Questioning. Whole Class Feedback (Connect, Extend, Challenge). Checking student work under the visualiser and identifying strengths and areas of improvement. Assessment of fortnightly homework submissions.	
<b>Resources</b>	<a href="https://www.youtube.com/watch?v=dlcU5uHMdTM">https://www.youtube.com/watch?v=dlcU5uHMdTM</a>  Edco 1 page 1-8	Expert Model: Sally's Timetable Edco 1 p18 Expert Model: A Day in Pat's Life video Edco 1 p26  Edco 1 p16-28

	<p>Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child The Children's version</a></p> <p>Link to Character Values: <a href="#">Character Virtues.pptx.pptx</a></p>	<p>Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child The Children's version</a></p> <p>Link to Character Values: <a href="#">Character Virtues.pptx.pptx</a></p>
<p><b>Specific SEN(D)/EAL support</b></p>	<p>Use Edukey, SEN(D) ILPs and EAL Profiles for specific pupil information to inform Teaching and Learning.</p> <p>Chunk learning down, reteach if needed. Repeat for individuals.</p> <p>Check SEN(D) and Band A-C EAL students' understanding first: they are the first students teachers go to to check their understanding.</p> <p>Check seating plans – use Edukey and Arbor for specifics. Seat Band A-C EAL students at the front and beside a student who is a peer.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Grade teacher language: ensure instructions are clear and easily understood.</p> <p>Introduce new vocabulary with pictures to support pupil understanding.</p> <p>Scaffold reading texts by using colour and underlining to highlight core knowledge; simplification of language where needed.</p> <p>Encourage and support use of dictionary use for Band A-C EAL students where needed.</p> <p>Scaffold IP Writing tasks and Self Reflection with sentence starters and/or writing frames where needed.</p> <p>To liaise with ANC and MPO regarding potentially upsetting topics for particular students.</p>	

<b>Lesson Focus</b>	<b>Understanding Myself and Others: Becoming Independent – Safety</b> <ul style="list-style-type: none"> <li>- To explore some aspects of personal safety</li> <li>- To learn how to keep safe on the road</li> <li>- To recognise some risks to your safety online</li> </ul>	<b>Understanding Myself and Others: Becoming Independent – Money</b> <ul style="list-style-type: none"> <li>- To understand the importance of planning</li> <li>- To read and interpret simple financial information</li> <li>- To use simple financial information to make decisions</li> </ul>
<b>Prerequisite Knowledge</b>	PSHE Key Stage 2 Content and the Green Cross Code	PSHE Key Stage 2 Content on Money; Maths - Money
<b>Core Knowledge</b>	UNCRC Article: Article 6 – Life, Survival and Development Character Values: Autonomy, Awareness, Self-Control	UNCRC Article: Article 26 – Social and Economic Rights Character Values: Adaptability, Awareness, Self-Control
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	<p style="text-align: center;">Use of Expert Model videos and texts are built into every lesson.</p> <p style="text-align: center;">After the Expert Model, students reflect on the following questions:          Q1 and 2 – specific comprehension questions based on information in the Expert Model          Q3 – students reflect on the importance of the general theme in the Expert Model          Students then use the Expert Model to inform their Independent Practice responses.</p> <p style="text-align: center;">Link to agreed PSHE lesson structure: <a href="#">PSHE - Lesson Structure .docx</a></p>	
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- Journey Planner (IP Written) showing where students need to take extra care.</li> <li>- Staying Safe Online – How and Why (IP Written)</li> </ul>	<ul style="list-style-type: none"> <li>- To create a simple family budget (IP Written)</li> </ul>
<b>Assessment</b> (Informal/Formal)	Circulation. White board checks. Cold Calling. Targeted Questioning. Whole Class Feedback (Connect, Extend, Challenge). Checking student work under the visualiser and identifying strengths and areas of improvement. Assessment of fortnightly homework submissions.	
<b>Resources</b>	<a href="https://www.youtube.com/watch?v=bv1SvS_l0iA">https://www.youtube.com/watch?v=bv1SvS_l0iA</a>  <a href="https://www.youtube.com/watch?v=z1Obp4CeYHg">https://www.youtube.com/watch?v=z1Obp4CeYHg</a>  <a href="https://www.youtube.com/watch?v=HxySrSbSY7o">https://www.youtube.com/watch?v=HxySrSbSY7o</a>  Edco 1 p30-38  Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child The Children's version</a>	<a href="https://www.youtube.com/watch?v=iAXk3Kp">https://www.youtube.com/watch?v=iAXk3Kp</a>  <a href="https://natwest.mymoneysense.com/teacher">https://natwest.mymoneysense.com/teacher</a>  Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child</a>  Link to Character Values: <a href="#">Character Virtues</a>

	Link to Character Values: <a href="#">Character Virtues.pptx.pptx</a>	
<b>Specific SEN(D)/EAL support</b>	<p>Use Edukey, SEN(D) ILPs and EAL Profiles for specific pupil information to inform Teaching and Learning.</p> <p>Chunk learning down, reteach if needed. Repeat for individuals.</p> <p>Check SEN(D) and Band A-C EAL students' understanding first: they are the first students teachers go to to check the understanding of.</p> <p>Check seating plans – use Edukey and Arbor for specifics. Seat Band A-C EAL students at the front and beside a student who can help.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Grade teacher language: ensure instructions are clear and easily understood.</p> <p>Introduce new vocabulary with pictures to support pupil understanding.</p> <p>Scaffold reading texts by using colour and underlining to highlight core knowledge; simplification of language where needed.</p> <p>Encourage and support use of dictionary use for Band A-C EAL students where needed.</p> <p>Scaffold IP Writing tasks and Self Reflection with sentence starters and/or writing frames where needed.</p> <p>To liaise with ANC and MPO regarding potentially upsetting topics for particular students.</p>	

<b>Lesson Focus</b>	<b>Understanding Myself and Others: Citizenship</b> <ul style="list-style-type: none"> <li>- To understand that citizenship is the fact of belonging to a community because you live in it, and the duties and responsibilities that this brings.</li> <li>- To understand the importance of diversity in our lives.</li> <li>- To identify actions that you can take to make life more inclusive.</li> </ul> <b>Anti-Bullying Week 2023: Make A Noise About Bullying</b>	<b>Understanding Myself and Others: Democracy</b> <ul style="list-style-type: none"> <li>- To understand that Democracy is a fundamental B</li> <li>- To know that democracy is a system of government typically through elected representatives.</li> <li>- To understand the basic principles of democracy.</li> <li>- To know how democracy works in the UK through</li> </ul> <b>UK Parliament Week 2023: 6<sup>th</sup>-12<sup>th</sup> November</b>
<b>Prerequisite Knowledge</b>	PSHE Key Stage 2 Content – Citizenship (Preparing to play an active role as citizens) KS2 SMSC – British Values Previous Anti-Bullying Week content in KS1 and 2. Year 7 Lesson 1-4 (Self Management and Independence)	PSHE Key Stage 2 Content – Citizenship (Preparing to play a KS2 SMSC – British Values Year 7 Lesson 5 (Citizenship)
<b>Core Knowledge</b>	UNCRC Article: Article 2 – No Discrimination Character Values: Kindness, Open-mindedness, Respectful	UNCRC Article: Article 4 – Making Rights Real Character Values: Awareness, Fairness, Justice
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	<p style="text-align: center;">Use of Expert Model videos and texts are built into every lesson.</p> <p style="text-align: center;">After the Expert Model, students reflect on the following questions:          Q1 and 2 – specific comprehension questions based on information in the Expert Model          Q3 – students reflect on the importance of the general theme in the Expert Model          Students then use the Expert Model to inform their Independent Practice responses.</p> <p style="text-align: center;">Link to agreed PSHE lesson structure: <a href="#">PSHE - Lesson Structure .docx</a></p>	
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- My Unique Class (IP Communication and Oracy)</li> <li>- Circle of Support (IP Written)</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Comprehension Text on UK Parliament (IP</li> <li>- Creating a Government (IP Communication and Or</li> </ul>
<b>Assessment</b> (Informal/Formal)	Circulation. White board checks. Cold Calling. Targeted Questioning. Whole Class Feedback (Connect, Extend, Challenge). Checking student work under the visualiser and identifying strengths and areas of improvement. Assessment of fortnightly homework submissions.	
<b>Resources</b>	<a href="https://www.youtube.com/watch?v=JoV0g4LYOhY">https://www.youtube.com/watch?v=JoV0g4LYOhY</a>	<a href="https://equaliteach.co.uk/downloads/Democracy.pdf">https://equaliteach.co.uk/downloads/Democracy.pdf</a>

	<p><a href="https://www.youtube.com/watch?v=jomV2MEZ8d0">https://www.youtube.com/watch?v=jomV2MEZ8d0</a></p> <p>Edco 1 p62-70</p> <p>National Anti-Bullying Week: <a href="https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying">https://anti-bullyingalliance.org.uk/anti-bullying-week-2023-make-noise-about-bullying</a></p> <p>Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child The Children's version</a></p> <p>Link to Character Values: <a href="#">Character Virtues.pptx.pptx</a></p>	<p>Resources about the UK Parliament: <a href="https://learning.parliament.uk/">https://learning.parliament.uk/</a></p> <p>Resources about UK Parliament Week: <a href="https://www.ukparliament.org.uk/ukpw23-generics&amp;utm_medium=cpc&amp;utm_source=google&amp;gclid=Cj0KCQjLMIJ3txYhcZeBzNBsaAmhTEALw_wcB">https://www.ukparliament.org.uk/ukpw23-generics&amp;utm_medium=cpc&amp;utm_source=google&amp;gclid=Cj0KCQjLMIJ3txYhcZeBzNBsaAmhTEALw_wcB</a></p> <p>Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child</a></p> <p>Link to Character Values: <a href="#">Character Virtues.pptx.pptx</a></p>
<p><b>Specific SEN(D)/EAL support</b></p>	<p>Use Edukey, SEN(D) ILPs and EAL Profiles for specific pupil information to inform Teaching and Learning.</p> <p>Chunk learning down, reteach if needed. Repeat for individuals.</p> <p>Check SEN(D) and Band A-C EAL students' understanding first: they are the first students teachers go to to check their understanding.</p> <p>Check seating plans – use Edukey and Arbor for specifics. Seat Band A-C EAL students at the front and beside a student who is confident.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Grade teacher language: ensure instructions are clear and easily understood.</p> <p>Introduce new vocabulary with pictures to support pupil understanding.</p> <p>Scaffold reading texts by using colour and underlining to highlight core knowledge; simplification of language where needed.</p> <p>Encourage and support use of dictionary use for Band A-C EAL students where needed.</p> <p>Scaffold IP Writing tasks and Self Reflection with sentence starters and/or writing frames where needed.</p> <p>To liaise with ANC and MPO regarding potentially upsetting topics for particular students.</p>	

Term 1	Week 14 Lesson 7
<b>Lesson Focus</b>	<b>Understanding Myself and Others: Active Citizenship</b> <ul style="list-style-type: none"> <li>- To understand that active citizenship means taking part with others in activities designed to make a positive difference to the world around you.</li> <li>- To know that active citizenship is an important aspect of a democratic society.</li> <li>- To understand that active citizenship involves three steps: researching an issue, planning and undertaking a course of actions and evaluating and sharing the impact.</li> <li>- To understand what skills you need to be an active citizen.</li> </ul>
<b>Prerequisite Knowledge</b>	PSHE Key Stage 2 Content – Citizenship (Preparing to play an active role as citizens) KS2 SMSC – British Values Year 7 Lesson 5 (Citizenship) and 6 (Democracy)
<b>Core Knowledge</b>	UNCRC Article: Article 13 – Sharing Thoughts Freely Character Values: Awareness, Integrity, Motivation
<b>Expert Model /Guided Practice/Agreed Approach</b> (Procedural Knowledge)	<p style="text-align: center;">Use of Expert Model videos and texts are built into every lesson.</p> <p style="text-align: center;">After the Expert Model, students reflect on the following questions:            Q1 and 2 – specific comprehension questions based on information in the Expert Model            Q3 – students reflect on the importance of the general theme in the Expert Model            Students then use the Expert Model to inform their Independent Practice responses.</p> <p style="text-align: center;">Link to agreed PSHE lesson structure: <a href="#">PSHE - Lesson Structure .docx</a></p>
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- Reflection on Character Role Model (IP Written)</li> <li>- Active Citizen Skills (IP Written)</li> </ul>
<b>Assessment</b> (Informal/Formal)	Circulation. White board checks. Cold Calling. Targeted Questioning. Whole Class Feedback (Connect, Extend, Challenge). Checking student work under the visualiser and identifying strengths and areas of improvement. Assessment of fortnightly homework submissions.

<p><b>Resources</b></p>	<p><a href="https://www.youtube.com/watch?v=kiZNO_Lca8k&amp;t=9s">https://www.youtube.com/watch?v=kiZNO_Lca8k&amp;t=9s</a></p> <p>Active Citizenship Resource Bank: <a href="https://www.teachingcitizenship.org.uk/resource/active-citizenship-key-stage-3-toolkit-award-resources/">https://www.teachingcitizenship.org.uk/resource/active-citizenship-key-stage-3-toolkit-award-resources/</a></p> <p><a href="https://www.teachingcitizenship.org.uk/resource/how-can-i-build-my-skills-to-become-an-active-citizen/">https://www.teachingcitizenship.org.uk/resource/how-can-i-build-my-skills-to-become-an-active-citizen/</a></p>
<p><b>Specific SEN(D)/EAL support</b></p>	<p>Use Edukey, SEN(D) ILPs and EAL Profiles for specific pupil information to inform Teaching and Learning.</p> <p>Chunk learning down, reteach if needed. Repeat for individuals.</p> <p>Check SEN(D) and Band A-C EAL students' understanding first: they are the first students teachers go to to check their understanding.</p> <p>Check seating plans – use Edukey and Arbor for specifics. Seat Band A-C EAL students at the front and beside a student who is confident.</p> <p>Targeted questioning and explicit instructions.</p> <p>Create a positive and supportive environment for all pupils.</p> <p>Use of flexible groupings – reteach where necessary.</p> <p>Monitor noise levels and pace (of speech etc)</p> <p>Grade teacher language: ensure instructions are clear and easily understood.</p> <p>Introduce new vocabulary with pictures to support pupil understanding.</p> <p>Scaffold reading texts by using colour and underlining to highlight core knowledge; simplification of language where needed.</p> <p>Encourage and support use of dictionary use for Band A-C EAL students where needed.</p> <p>Scaffold IP Writing tasks and Self Reflection with sentence starters and/or writing frames where needed.</p> <p>To liaise with ANC and MPO regarding potentially upsetting topics for particular students.</p>