

**Barnsley Academy – Y9 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: Looking Ahead</b> <ul style="list-style-type: none"> <li>- To understand what PSHE in Year 9 is about</li> <li>- To reflect on where you are at the start of Year 9 and where you'd like to be at the end of the year.</li> <li>- To understand the difference between a fixed and growth mindset.</li> <li>- To know what SMART targets are and to set SMART targets for Year 9.</li> </ul>	<b>Understanding Myself and Others: Self-Management</b> <ul style="list-style-type: none"> <li>- To understand how to manage your time effectively</li> <li>- To know how to prepare for assignments and deadlines</li> <li>- To develop strategies and techniques for success</li> </ul>
<b>Prerequisite Knowledge</b>	PSHE content covered in Year 7 and Year 8 (Goal Setting, Motivation and Ambition)	Year 7 and Year 8 HT1 (Self Management – study timetable) Year 9 HT1 Lesson 1 (SMART targets and growth mindset)
<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:</p>	
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- Where am I now? Self Reflection (IP Written)</li> <li>- To set SMART targets for the year ahead (IP Written)</li> </ul>	<ul style="list-style-type: none"> <li>- Reflection on how you spend your time and how you can improve</li> <li>- To create a medium and short term plan of your goals</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=vRQkxeBDEF0">https://www.youtube.com/watch?v=vRQkxeBDEF0</a>  Expert Model: Setting Targets – Think SMART Edco 3 p5  Edco 3 page 1-17	<a href="https://www.youtube.com/watch?v=z7e7gtU3PHY">https://www.youtube.com/watch?v=z7e7gtU3PHY</a>  Expert Model: Effective Study - SPQR Edco 3 p14  Edco 2 p18-22

	<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</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</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 identify reliable sources of information about your health and wellbeing.</li> <li>- To understand what makes an online resource reliable and trustworthy.</li> <li>- To understand how to keep safe as you are becoming more independent.</li> </ul>	<b>Understanding Myself and Others: Becoming Independent – Safety</b> <ul style="list-style-type: none"> <li>- To understand the dangers of scams</li> <li>- To recognise certain types of scams</li> <li>- To understand how to protect yourself</li> </ul>
<b>Prerequisite Knowledge</b>	Year 7 and Year 8 HT1 (Safety – online and in real life)	PSHE Key Stage 2 Content on Money; Maths - Year 7 and 8 HT1 (Money – Budgeting, Credit); Year 8 Lesson 3 (Safety – online)
<b>Core Knowledge</b>	UNCRC Article: Article 6 – Life, Survival and Development; Article 16 – Protection of Privacy 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:</p>	
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- Assessing website reliability (IP Written)</li> <li>- Difficult dilemmas (IP Written)</li> </ul>	<ul style="list-style-type: none"> <li>- To check a bank statement for fraud</li> <li>- To assess a phishing email (IP Reading)</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=KAbp_ajsCco">https://www.youtube.com/watch?v=KAbp_ajsCco</a> Expert Model: Trust it or Trash it? Edco 3 p26  Edco 3 p23-31  Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child The Children's version</a>  Link to Character Values: <a href="#">Character Virtues.pptx</a>	<a href="https://www.youtube.com/watch?v=FilFnI8c">https://www.youtube.com/watch?v=FilFnI8c</a>  <a href="https://natwest.mymoneysense.com/teaching-resources">https://natwest.mymoneysense.com/teaching-resources</a> Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child</a>  Link to Character Values: <a href="#">Character Virtues.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>	

Term 1	Week 10 Lesson 5	
<b>Lesson Focus</b>	<b>Understanding Myself and Others: Citizenship</b> - To learn what sexting is and why some people feel pressured to do it.	<b>Understanding Myself and Others: Democracy</b> - To recognise examples of extremist behaviour online.

	<ul style="list-style-type: none"> <li>- To understand the dangers of sexting and sharing nude pictures.</li> <li>- To recognise the link between sexting and cyberbullying.</li> </ul> <p><b>Anti-Bullying Week 2023: Make A Noise About Bullying</b></p>	<ul style="list-style-type: none"> <li>- To understand the risk and legal implications of going to a protest</li> <li>- To understand how extremism can lead to radicalisation</li> <li>- To know where to get help and who to talk to if worried</li> </ul> <p><b>UK Parliament Week 2023: 6<sup>th</sup>-12<sup>th</sup> November</b></p>
<b>Prerequisite Knowledge</b>	<p>PSHE Key Stage 2 Content – Citizenship (Preparing to play an active role as citizens)          KS2 SMSC – British Values          Year 7 and 8 (Anti-Bullying Week)          Year 7 and 8 (Respectful Communication)</p>	<p>PSHE Key Stage 2 Content – Citizenship (Preparing to play an active role as citizens)          KS2 SMSC – British Values          KS3 SMSC – British Values (Respect, Tolerance, Personal Liberty)          Year 7 and 8 (Citizenship)</p>
<b>Core Knowledge</b>	<p>UNCRC Article: Article 2 – No Discrimination; Article 34 – Protection from Sexual Abuse          Character Values: Kindness, Open-mindedness, Respectful</p>	<p>UNCRC Article: Article 4 – Making Rights Real; Article 36 – Protection from Exploitation          Character Values: Awareness, Fairness, Justice</p>
<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:</p>	
<b>Independent Practice</b>	<ul style="list-style-type: none"> <li>- What could Abi have done (IP Communication and Oracy)</li> <li>- Your Moral Compass (IP Communication and Oracy)</li> </ul>	<ul style="list-style-type: none"> <li>- Legal or illegal? Scenario Reflection (IP Reading and Writing)</li> <li>- Reflection on Fake News, Social Media and Democracy</li> </ul>
<b>Assessment</b> (Informal/Formal)	<p>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>Expert Model Video – Just Send It -  <a href="https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/sexting/just-send-it/">https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/sexting/just-send-it/</a>  <a href="https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/sexting/">https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/sexting/</a>          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><a href="https://goingtoofar.lgfl.org.uk/extreme.html">https://goingtoofar.lgfl.org.uk/extreme.html</a>          Radicalisation - <a href="https://www.youtube.com/watch?v=-CCj_c...">https://www.youtube.com/watch?v=-CCj_c...</a>  <a href="https://www.educateagainsthate.com/resources/act-early-3/">https://www.educateagainsthate.com/resources/act-early-3/</a></p>

	<p><a href="#">Convention on the Rights of the Child The Children's version</a></p> <p><a href="#">Character Virtues.pptx</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=Cj5g1LMIJ3txYhcZeBzNBsaAmhTEALw_wcB">https://www.ukparliament.org.uk/ukpw23-generics&amp;utm_medium=cpc&amp;utm_source=google&amp;gclid=Cj5g1LMIJ3txYhcZeBzNBsaAmhTEALw_wcB</a></p> <p><a href="#">Convention on the Rights of the Child The Children's</a></p> <p><a href="#">Character Virtues.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</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</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</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 8 Lesson 5 (Citizenship) and 6 (Democracy)
<b>Core Knowledge</b>	UNCRC Article: Article 12: Respect for Children’s Views Character Values: Autonomy, Ambition, Determination
<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: right;">Link to agreed PSHE lesson structure:</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.
<b>Resources</b>	<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>  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>  <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>

[Convention on the Rights of the Child The Children's version](#)

[Character Virtues.pptx](#)

**Specific SEN(D)/EAL support**

Use Edukey, SEN(D) ILPs and EAL Profiles for specific pupil information to inform Teaching and Learning

Chunk learning down, reteach if needed. Repeat for individuals.

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Check seating plans – use Edukey and Arbor for specifics. Seat Band A-C EAL students at the front and beside a student who is

Targeted questioning and explicit instructions.

Create a positive and supportive environment for all pupils.

Use of flexible groupings – reteach where necessary.

Monitor noise levels and pace (of speech etc)

Grade teacher language: ensure instructions are clear and easily understood.

Introduce new vocabulary with pictures to support pupil understanding.

Scaffold reading texts by using colour and underlining to highlight core knowledge; simplification of language where

Encourage and support use of dictionary use for Band A-C EAL students where needed.

Scaffold IP Writing tasks and Self Reflection with sentence starters and/or writing frames where needed

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