

**Barnsley Academy – Y8 PSHE Curriculum  
Scheme of Work – 2023-24 (Autumn 1 & 2)**

| Term 1   | Week 2<br>Lesson 1  |   |
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| <b>Lesson Focus</b>  | <b>Understanding Myself and Others: Looking Ahead</b><br><i>Looking forward to Year 8 by setting goals, targets and motivations</i> <ul style="list-style-type: none"> <li>- To understand what PSHE in Year 8 is about</li> <li>- To set goals and targets for the year ahead.</li> </ul>  | <b>Understanding Myself and Others: Self-Management</b><br><i>Understanding decision making and creating positive outcomes</i> <ul style="list-style-type: none"> <li>- To understand how to create positive outcomes</li> <li>- To explore ways of making decisions.</li> <li>- To use the BIPED model to make decisions.</li> </ul> |
| <b>Prerequisite Knowledge</b>  | PSHE content covered in Year 7.   | Year 7 HT1 (Self Management)<br>Year 8 HT1 Lesson 1 (Motivation)  |
| <b>Core Knowledge</b>  | UNCRC Article: Article 29 – Aims of Education<br>Character Values: Ambitious, Determination, Respectful   | UNCRC Article: Article 17 – Access to Information<br>Character Values: Autonomy, Resilience, Self-Control   |
| <b>Expert Model /Guided Practice/Agreed Approach</b><br>(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:<br/>           Q1 and 2 – specific comprehension questions based on information in the Expert Model<br/>           Q3 – students reflect on the importance of the general theme in the Expert Model<br/>           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>- To assess how to achieve a goal (IP Written)</li> <li>- To create a goal setting plan using the Yes, I Can template (IP Written)</li> </ul>  | <ul style="list-style-type: none"> <li>- Reflection on creating positive outcomes (IP Written)</li> <li>- To use the BIPED model to make decisions (IP Written)</li> </ul>  |
| <b>Assessment</b><br>(Informal/Formal)   | Circulation.<br>White board checks.<br>Cold Calling.<br>Targeted Questioning.<br>Whole Class Feedback (Connect, Extend, Challenge).<br>Checking student work under the visualiser and identifying strengths and areas of improvement.<br>Assessment of fortnightly homework submissions.  |   |
| <b>Resources</b>   | Expert Model: Ava’s I Can plan Edco 2 p14<br>Expert Model video: What motivates Ollie? Edco 2 p15<br><br>Edco 2 page 8-17<br><br>Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child The Children's version</a>   | Expert Model: It’s Your Choice Edco 2 p18<br>Expert Model: Sophie’s decision Edco 2 p20<br><br>Edco 2 p18-22  |

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|   | <p>Link to Character Values: <a href="#">Character Virtues.pptx</a></p>   | <p>Link to UNCRC Articles: <a href="#">Convention on the Rights of</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 u</p> <p>Check seating pans – use Edukey and Arbor for specifics. Seat Band A-C EAL students at the front and beside a student who is a p</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> |  |

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| <b>Lesson Focus</b>  | <b>Understanding Myself and Others: Becoming Independent – Safety</b> <ul style="list-style-type: none"> <li>- To become more responsible for your own safety.</li> <li>- To contribute towards making your home a safer place.</li> <li>- To discover more about being safe online.</li> </ul>   | <b>Understanding Myself and Others: Becoming</b> <ul style="list-style-type: none"> <li>- To understand the difference between</li> <li>- To know the difference between pla</li> <li>- To understand the importance of bu</li> </ul>   |
| <b>Prerequisite Knowledge</b>  | Year 7 HT1 (Safety)   | PSHE Key Stage 2 Content on Money; Maths - Year 7 HT1 (Money – Budgeting)   |
| <b>Core Knowledge</b>  | UNCRC Article: Article 6 – Life, Survival and Development<br>Character Values: Autonomy, Awareness, Self-Control  | UNCRC Article: Article 26 – Social and Econo<br>Character Values: Adaptability, Awareness, Se   |
| <b>Expert Model /Guided Practice/Agreed Approach</b><br>(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:<br/>         Q1 and 2 – specific comprehension questions based on information in the Expert Model<br/>         Q3 – students reflect on the importance of the general theme in the Expert Model<br/>         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>- Hazard Spotting: A safe house (IP Written)</li> <li>- Online privacy: Your digital footprint (IP Written)</li> </ul>   | <ul style="list-style-type: none"> <li>- To determine if characters are in deb</li> <li>- Pay now or pay later? (IP Written)</li> </ul>   |
| <b>Assessment</b> (Informal/Formal)  | Circulation.<br>White board checks.<br>Cold Calling.<br>Targeted Questioning.<br>Whole Class Feedback (Connect, Extend, Challenge).<br>Checking student work under the visualiser and identifying strengths and areas of improvement.<br>Assessment of fortnightly homework submissions.  |   |
| <b>Resources</b>   | <a href="https://www.youtube.com/watch?v= EF-Mb4mWv0">https://www.youtube.com/watch?v= EF-Mb4mWv0</a><br><br><a href="https://www.youtube.com/watch?v=MB5VDiebMd8">https://www.youtube.com/watch?v=MB5VDiebMd8</a><br><br>Edco 2 p37-48<br><br>Link to UNCRC Articles: <a href="#">Convention on the Rights of the Child The Children's version</a><br><br>Link to Character Values: <a href="#">Character Virtues.pptx</a>   | <a href="https://www.youtube.com/watch?v=fz5beYb">https://www.youtube.com/watch?v=fz5beYb</a><br><br><a href="https://natwest.mymoneysense.com/teacher/debt/">https://natwest.mymoneysense.com/teacher/debt/</a><br><br>Link to UNCRC Articles: <a href="#">Convention on the</a><br><br>Link to Character Values: <a href="#">Character Virtues.</a> |

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| <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.</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> |  |

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| Term 1              | Week 10<br>Lesson 5  |  |
| <b>Lesson Focus</b> | <b>Understanding Myself and Others: Citizenship</b><br>- To understand the difference between banter and bullying. | <b>Understanding Myself and Others: Democracy</b><br>- To explain what fake news is and why it is created. |

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|  | <ul style="list-style-type: none"> <li>- To know what a protected characteristic is.</li> <li>- To understand the law when bullying involves discrimination against someone with a protected characteristic.</li> </ul> <p><b>Anti-Bullying Week 2023: Make A Noise About Bullying</b></p>   | <ul style="list-style-type: none"> <li>- To identify how to check if something is fake news.</li> <li>- To understand why fake news on social media can</li> </ul> <p><b>UK Parliament Week 2023: 6<sup>th</sup>-12<sup>th</sup> November</b></p>   |
| <b>Prerequisite Knowledge</b>  | PSHE Key Stage 2 Content – Citizenship (Preparing to play an active role as citizens)<br>KS2 SMSC – British Values<br>Year 7 (Anti-Bullying Week)<br>Year 7 (Equality and Diversity)   | PSHE Key Stage 2 Content – Citizenship (Preparing to play a<br>KS2 SMSC – British Values<br>Year 8 Lesson 5 (Citizenship)   |
| <b>Core Knowledge</b>  | UNCRC Article: Article 2 – No Discrimination; Article 30 – Minority Culture, Language and Religion<br>Character Values: Kindness, Open-mindedness, Respectful  | UNCRC Article: Article 4 – Making Rights Real; Article 17 – A<br>Character Values: Awareness, Fairness, Justice   |
| <b>Expert Model /Guided Practice/Agreed Approach</b><br>(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:<br/>Q1 and 2 – specific comprehension questions based on information in the Expert Model<br/>Q3 – students reflect on the importance of the general theme in the Expert Model<br/>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>- Reflection on the impact of bullying (IP Written)</li> <li>- What to say when (IP Written)</li> </ul>   | <ul style="list-style-type: none"> <li>- Investigating and Assessing Fake News (IP Reading)</li> <li>- Reflection on Fake News, Social Media and Democ</li> </ul>   |
| <b>Assessment</b><br>(Informal/Formal)   | <p>Circulation.<br/>White board checks.<br/>Cold Calling.<br/>Targeted Questioning.<br/>Whole Class Feedback (Connect, Extend, Challenge).<br/>Checking student work under the visualiser and identifying strengths and areas of improvement.<br/>Assessment of fortnightly homework submissions.</p>  |   |
| <b>Resources</b>   | <a href="https://www.youtube.com/watch?v=653B2hpkaZ4">https://www.youtube.com/watch?v=653B2hpkaZ4</a><br><br><a href="https://www.youtube.com/watch?v=l4MWVEAww2g">https://www.youtube.com/watch?v=l4MWVEAww2g</a><br><br><a href="https://www.votesforschools.com/">https://www.votesforschools.com/</a>  | <a href="https://www.youtube.com/watch?v=cSKGa_7XJkg">https://www.youtube.com/watch?v=cSKGa_7XJkg</a><br><br><a href="https://www.youtube.com/watch?v=uRkXiEro4uo">https://www.youtube.com/watch?v=uRkXiEro4uo</a><br><br><a href="https://theguardianfoundation.org/programmes/newswise">https://theguardianfoundation.org/programmes/newswise</a> |

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|   | <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><a href="https://www.antibullyingpro.com/resources/banter-vs-bullying-lesson-plan">https://www.antibullyingpro.com/resources/banter-vs-bullying-lesson-plan</a></p> <p>Ditch the Label – Banter or Bullying?</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.gov.uk/ukpw23-generics&amp;utm_medium=cpc&amp;utm_source=google&amp;gclid=Cj0KCQjLMIJ3txYhcZeBzNBsaAmhTEALw_wcB">https://www.ukparliament.gov.uk/ukpw23-generics&amp;utm_medium=cpc&amp;utm_source=google&amp;gclid=Cj0KCQjLMIJ3txYhcZeBzNBsaAmhTEALw_wcB</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><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<br>Lesson 7  |
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| <b>Lesson Focus</b>  | <p><b>Understanding Myself and Others: Active Citizenship</b></p> <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>  | <p>PSHE Key Stage 2 Content – Citizenship (Preparing to play an active role as citizens)<br/>           KS2 SMSC – British Values<br/>           Year 8 Lesson 5 (Citizenship) and 6 (Democracy)</p>   |
| <b>Core Knowledge</b>  | <p>UNCRC Article: Article 13 – Sharing Thoughts Freely<br/>           Character Values: Awareness, Integrity, Motivation</p>   |
| <b>Expert Model /Guided Practice/Agreed Approach</b><br>(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:<br/>           Q1 and 2 – specific comprehension questions based on information in the Expert Model<br/>           Q3 – students reflect on the importance of the general theme in the Expert Model<br/>           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><br>(Informal/Formal)   | <p>Circulation.<br/>           White board checks.<br/>           Cold Calling.<br/>           Targeted Questioning.<br/>           Whole Class Feedback (Connect, Extend, Challenge).<br/>           Checking student work under the visualiser and identifying strengths and areas of improvement.<br/>           Assessment of fortnightly homework submissions.</p>  |
| <b>Resources</b>   | <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>  |

<https://www.teachingcitizenship.org.uk/resource/how-can-i-build-my-skills-to-become-an-active-citizen/>

[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.

Check SEN(D) and Band A-C EAL students' understanding first: they are the first students teachers go to to check their

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.

To liaise with ANC and MPO regarding potentially upsetting topics for particular students.