

# pulling it together

**Scheme of Work**

**for Personal, Social, Health and Citizenship Education**



**the learning trust**  
the future for education in Hackney

**February 2005**

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SCHEME OF  
WORK

for PSHE

# Acknowledgements

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# KEY STAGE 3

*The following description describes the types and range of performance that the majority of pupils should characteristically demonstrate by the end of the key stage, having been taught the relevant programme of study. The descriptions are designed to help teachers judge the extent to which their pupils' attainment relates to this expectation.*

## PSHE

*During key stage 3 pupils learn about themselves as growing and changing individuals and as members of their communities and with more maturity, independence and power. They become more self-aware, and are capable of more sophisticated moral reasoning. They take more responsibility for themselves and become more aware of the views, needs and rights of people of all ages. They build on the experience, confidence and competence they developed in key stage 2, learning new skills to help them make decisions and play an active part in their personal and social life. They learn how to plan and manage choices for their courses and career. They continue to develop and maintain a healthy lifestyle, coping well with their changing bodies and feelings. They also learn to cope with changing relationships and understand how these can affect their health and well-being. They make the most of new opportunities to take part in the life of the school and its communities.*

## CITIZENSHIP

*Statutory from September 2002. The expectation at the end of key stage 3 matches the level of demand in other subjects and is broadly equivalent to levels 5/6.*

*Pupils have a broad knowledge and understanding of the topical events they study; the rights, responsibilities and duties of citizens; the role of the voluntary sector; forms of government; provision of public services; and the criminal and legal systems. They show how the public gets information and how opinion is formed and expressed, including through the media. They show understanding of how and why changes take place in society. Pupils take part in schools and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.*

(NC2000)

SCHEME OF  
WORK

for PSHCE

## PSHE & Citizenship Overview Key Stage 3

Year	Society	Physical Health	Safety	Relationships	Emotional Health	Citizenship
7	<b>Our Class</b> RE/AT2/Level 3	<b>Young People's Health</b> Sc2/2a,2f,2g	<b>Substance Use and Misuse</b> Sc2/2m,2n PE/4 ICT/3	<b>Friendships</b> En1/3 RE/AT2/Level 3	<b>Personal Safety</b>	<b>School Politics</b> Hi/9,10 RE/AT2/Level 4
8	<b>Bullying</b> Hi/2b RE/AT2/Level 3	<b>Sexual Health</b> Sc2/2f RE/AT2/Level 4	<b>Getting Help and First Aid</b> Sc2/2i,2j,2k,2l	<b>Relating to Adults</b> EN1/3 RE/AT2/Level 5	<b>Changing Family Networks</b>	<b>Young People's Rights</b> Hi/2b, 10, 13 Gg/6f RE/AT2/Level 5
9	<b>Money</b> RE/AT2/Level 4	<b>Sexual Health</b>	<b>Illicit Substances</b> Sc2/2m	<b>Sexual Relationships</b> Sc2/2f,2g,2h RE/AT2/Level 5	<b>Future Options</b>	<b>Human Rights</b> Hi/10, 13 Gg/3b,3e,5a,5b, 6f,6h-6k En1/3 RE/AT2/Level 5

NB RE links are taken from the QCA non-statutory assessment scale for National Expectations in RE (Levels 1-8)

## Year Group: Year 7

### Theme: Society

#### Unit: Our Class

- 3b how to empathise with people different from themselves;
- 3h to recognise that good will is essential to positive and constructive relationships;
- 3j to resist pressure to do wrong, to recognise when others need help and how to support them;
- 3k to communicate confidently with their peers and adults;
- 3i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises.

### Theme: Physical Health

#### Unit: Young People's Health

- 2a to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way;
- 2b how to keep healthy and what influences health, including the media;
- 2c that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health;

### Theme: Safety

#### Unit: Substance Use and Misuse

- 2d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs;
- 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
- 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

### Theme: Relationships

#### Unit: Friendships

- 1c to recognise how others see them, and be able to give and receive constructive feedback and praise;
- 3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.

### Theme: Emotional Health

#### Unit: Personal Safety

- 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
- 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;

### Theme: Citizenship

#### Unit: School Politics

- 1c central and local government, the public services they offer and how they are financed, and the opportunities to contribute;
- 1d the key characteristics of parliamentary and other forms of government;
- 1e the electoral system and the importance of voting;
- 1g the importance of resolving conflict fairly;
- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own;
- 3b negotiate, decide and take part responsibly in both school and community-based activities;
- 3c reflect on the process of participating.

## Year Group: Year 8

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### Theme: Society ■

#### Unit: Bullying

- 1b to respect the differences between people as they develop their own sense of identity;
- 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;
- 3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;
- 3b how to empathise with people different from themselves.

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### Theme: Physical Health ■

#### Unit: Sexual Health

- 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity.

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### Theme: Safety ■

#### Unit: Getting Help & First Aid

- 2h basic emergency aid procedures and where to get help and support;

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### Theme: Relationships ■

#### Unit: Relating to Adults

- 3g about the role and feelings of parents and carers and the value of family life;
- 3h to recognise that goodwill is essential to positive and constructive relationships;
- 3i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;
- 3k to communicate confidently with their peers and adults.

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### Theme: Emotional Health ■

#### Unit: Changing Family Networks

- 1d to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations;
- 3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.

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### Theme: Citizenship ■

#### Unit: Young People's Rights

- 1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people;
- 1b the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;
- 1g the importance of resolving conflict fairly;
- 1h the significance of the media in society;
- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;
- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

## Year Group: Year 9

### Theme: Society

#### Unit: Money

- 1g what influences how we spend or save money and how to become competent at managing personal money.

### Theme: Physical Health

#### Unit: Sexual Health

- 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;
- 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.

### Theme: Safety

#### Unit: Illicit Substances

- 2d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs;
- 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
- 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

### Theme: Relationships

#### Unit: Sexual Relationships

- 2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;
- 2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;
- 2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

### Theme: Emotional Health

#### Unit: Future Options

- 1e to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work;
- 1f to plan realistic targets for key stage 4, seeking out information and asking for help with career plans.

### Theme: Citizenship

#### Unit: Human Rights

- 1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people;
- 1f the work of community-based, national and international voluntary groups;
- 1g the importance of resolving conflict fairly;
- 1i the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations;
- 2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;
- 2b justify orally and in writing a personal opinion about such issues, problems or events;
- 2c contribute to group and exploratory class discussions, and take part in debates;
- 3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.

## Breadth of Opportunities

During the key stage pupils should be taught the knowledge, skills and understanding through opportunities to:

- 4a take responsibility (for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper)
- 4b feel positive about themselves (for example, by taking part in a school performance)
- 4c participate (for example, in developing and putting into practice school policies about anti-bullying; in an action research project designed to reduce crime in their neighbourhood)
- 4d make real choices and decisions (for example, about options for their future, based on their own research and career portfolios)
- 4e meet and work with people (for example, people who can give them reliable information about health and safety issues, such as school nurses, community drug awareness workers)
- 4f develop relationships (for example, by working together in a range of groups and social settings with their peers and others; by being responsible for a mini-enterprise scheme as part of a small group)
- 4g consider social and moral dilemmas (for example, how the choices they make as consumers affect other people's economies and environments)
- 4h find information and advice (for example, about the risks of early sexual activity, drug misuse, self defence for keeping safe)
- 4i prepare for change (for example, by anticipating problems caused by changing family relationships and friendships, and by preparing for new styles of learning at key stage 4)

Key Stage 3: Year 7

Theme: Society

Unit: Our Class

**Word Box:**

support, friendship, co-operation, sharing, helpful, protection

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3b how to empathise with people different from themselves;</p> <p>3h to recognise that good will is essential to positive and constructive relationships;</p> <p>3j to resist pressure to do wrong, to recognise when others need help and how to support them;</p> <p>3k to communicate confidently with their peers and adults;</p> <p>3l to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises</p>	<ul style="list-style-type: none"> <li>■ To be able to identify and reflect upon feelings and experiences of their previous school</li> <li>■ To have considered how a sense of belonging can be created with the new school environment</li> <li>■ To have explored how different people experience a sense of belonging in different contexts</li> <li>■ To have explored the concept of the class as a caring community</li> <li>■ To have negotiated and formulated ground rules for the classroom</li> <li>■ To have considered the advantages and disadvantages of co-operating in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>■ Skills for Life, Unit B1, Activity 1, Looking Back- a reflection on the first day at school</li> <li>■ Skills for Life, Unit B1, Activity 2, Looking Forward</li> <li>■ Skills for Life, Unit B1, Activity 3, What belonging means for me</li> <li>■ Skills for Life, Unit B1, Activity 4, What belonging means for others</li> <li>■ Understanding Disability, Foundation 1, Building a caring classroom</li> <li>■ Understanding Disability, Foundation 2, Learning to co-operate - working as a group</li> <li>■ Understanding Disability, Foundation 3, Helping to make my school a safer, more caring place</li> </ul>	<ul style="list-style-type: none"> <li>■ Skills for Life, Tacade</li> <li>■ Understanding Disability, Tacade</li> </ul>	<p>RE/AT2/Level 3</p>

SCHEME OF WORK

for PSHCE

Key Stage 3: Year 7

Theme: Physical Health

Unit: Young People's Health (continued overleaf)

**Word Box:**  
healthy, fitness, nutrition, vegetarian, allergy, vitamins, fibre, balance

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2a to recognise the physical and emotional changes that take place at puberty and how to manage these changes in a positive way;</p> <p>2b how to keep healthy and what influences health, including the media;</p> <p>2c that good relationships and an appropriate balance between work, leisure and exercise can promote physical and mental health;</p>	<ul style="list-style-type: none"> <li>■ To know the physical and emotional changes that take place at puberty</li> <li>■ To have considered how to support each other through puberty</li> <li>■ To have considered and practised giving advice about problems that occur during puberty</li> <li>■ To understand the importance of healthy eating for one's body.</li> <li>■ To understand the importance of different foods for a healthy diet.</li> <li>■ To understand the significance of balance in the diet</li> </ul>	<p><b>NB If pupils' schools have followed the Hackney Scheme, some children will have learnt about puberty and periods in years 5 and 6, but some will not. It is advisable to let those who know something give information to those who don't, whilst reassuring everyone that as everybody changes at different times, it's quite normal for some people to know things and for others not to know.</b></p> <p><b>Puberty</b></p> <ul style="list-style-type: none"> <li>■ Safe and Sound, Puberty and Periods, Puberty Changes p81. Discuss changes that occur at puberty and when those are likely to happen. Use worksheet p85. List under three headings: it only happens to boys/it only happens to girls/it happens to both. Discuss with whole class and any other changes not listed.</li> <li>■ Feelings about Puberty, p81. Discuss emotional changes at puberty. In small groups girls thought shower all the feelings girls might have about puberty and boys do the same for boys' feelings. Display and compare. Discuss:</li> <li>■ Are the lists mainly positive or negative and why?</li> <li>■ Similarities and differences for boys and girls</li> <li>■ How young people can help each other through puberty.</li> <li>■ Worried about Puberty?</li> </ul>	<ul style="list-style-type: none"> <li>■ Safe and Sound, Healthwise</li> <li>■ Choices and Consequences, Eat Well... Keep Well, Ch 4</li> <li>■ Be Active! magazine, British Heart Foundation</li> <li>■ Intake magazine, British Heart Foundation</li> </ul>	<p>Sc2/2a,2f,2g</p>

Key Stage 3: Year 7  
 Theme: Physical Health

Unit: Young People's Health (continued overleaf)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> <li>■ Think about some of the concerns young people may have about puberty and growing up. In pairs write an imaginary letter from someone who has a worry or concern. Ask small groups to swap letter and write replies giving advice and comfort to the person who wrote the letter. Discuss with the whole class.</li> <li>■ What was it like for other people?</li> <li>■ The hygiene game</li> <li>■ Safe and Sound, Puberty and Periods, p82, p83, p84                      NB Teachers may prefer to ask the class if they would like to be split into single sex groups for the specific information on periods, although it is very important that boys get the same input as girls.</li> <li>■ What is a period? The pupils should tell the teacher what they already know about periods, who can use the notes to clarify. The pupils may have already revised these facts in the science curriculum.</li> <li>■ Periods - true or false?</li> <li>■ Period problems. This activity can be carried out in an advice circle. One half of the class (A) sit in a circle facing out and the other half (B) sit in a concentric circle facing in. Bs have one of the problem prompts and must explain to As about their problem. As must then give advice. After a few minutes, the Bs stand up and move to the chair on their left. The whole process then starts again and continues until each advisor has seen at least 5 people. When reflecting, the teacher can ask the class for any additional advice to problems and who gave the best advice and why</li> <li>■ Facilities in your establishment</li> <li>■ Sanitary products</li> </ul>		

Key Stage 3: Year 7

Theme: Physical Health

Unit: Young People's Health (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>■ In groups make a list of foods and add questions people might ask about them, e.g. are these eggs free range?</li> <li>■ People choose the food they eat for different reasons; individually complete the sheet from Eat Well... Keep Well p.9</li> <li>■ In pairs list the reasons why you don't like particular foods. What foods have you been told are good for you?</li> <li>■ As a group, list what a healthy and an unhealthy meal may contain. What do we mean by a nutritious meal? See p.12</li> <li>■ Using the profiles on pages 15-18 help the restaurant owners prepare a healthy menu. See p14-35 This exercise can also be done by getting the pupils to look at extremes ie. Design the unhealthiest menu you can think of, design a menu for a famous sports personality.</li> <li>■ Read Be Active and Intake magazines. Teachers can make quizzes to go with these magazines or pupils can be given different sections that they have to present to the rest of the class. Pupils can also design their own magazine, incorporating things that they have learnt on the topic. They can do this individually or can be put into groups, where each member of the group has a different task or page to complete.</li> <li>■ Use Fit or Twit? CD. The CD lasts approx 15 mins and can be supported by the accompanying short work-sheets. Pupils can design their own rap or poem by using the example in the pack.</li> </ul>		

**Key Stage 3:** Year 7  
**Theme:** Safety

**Word Box:**  
tobacco, alcohol, solvents, cannabis, peer pressure, resistance

**Unit:** Substance Use and Misuse

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;</p> <p>2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;</p> <p>2d basic facts and laws, including school rules, about alcohol and tobacco.</p>	<ul style="list-style-type: none"> <li>To recognise situation of risk and explore appropriate actions</li> <li>To explore how people may try to persuade young people to do things against their will</li> <li>To consider situation of pressure and devise methods of resisting</li> <li>To have a basic understanding of alcohol, tobacco, solvent and cannabis and their effects</li> <li>To understand school rules about alcohol and tobacco</li> <li>To consider laws around alcohol and tobacco</li> </ul>	<ul style="list-style-type: none"> <li>Draw and write activity 'What's in the bag' Divide a piece of A3 paper into 4 sections. Box one: a girl called Cheryl (aged 11) is walking home from school when she finds a bag of drugs... can you draw what was in that bag. Box 2: who do you think lost the bag? Box 3: what was the person going to do with the drugs? Box 4: what would you do with the bag if you had found it?</li> <li>Discussion based activity. Thought shower names of drugs (encourage to mention medicines and legal drugs)</li> <li>Discuss the concept of legal and illegal legal, illegal or both.</li> <li>In pairs ask class to separate drug cards into headings on most drugs and their legal status, appearance and effects.</li> <li>Drugs to Help...Drugs to Hurt, activity p28-30, Forming an opinion, basic understanding of how to form an opinion about drugs.</li> <li>Drugs to Help...Drugs to Hurt, activity page 31, Deciding to Say...No! opinion. Exploring the reason of why to say no to drugs; p32 and 33, these subsequent activities involve strategies of resistance, rather than the just say no concept.</li> <li>Drugs to Help...Drugs to Hurt, p34, Consequences for You opinion - the possible consequence of a young person saying yes to drugs.</li> <li>The World of Drugs Primary Pack, activity 3, Keeping Safe. Explore risky situations, focusing on the concept of safety.</li> <li>The World of Drugs Secondary Pack, activity 4, They made me do it. Case Study based activity.</li> <li>School Rules. Discussion based, teacher led activity. With inclusion of school policy on drug related exclusion. Class to write own rules on their own fictional school.</li> </ul>	<ul style="list-style-type: none"> <li>Drug and heading cards</li> <li>The World of Drugs, Secondary, Tacade</li> <li>The World of Drugs, Primary, Tacade</li> <li>Drugs to Help...Drugs to Hurt, Ch4</li> <li>Basic Drugs Fact card game, Healthwise</li> </ul>	<p>Sc2/2m,2n PE/4 ICT/3</p>

SCHEME OF WORK

for PSHCE

Key Stage 3: Year 7

Theme: Relationships

Unit: Friendships (continued overleaf)

**Word Box:**  
characteristics, similarities, differences, relationship, feedback

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1c to recognise how others see them, and be able to give and receive constructive feedback and praise;</p> <p>3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.</p>	<ul style="list-style-type: none"> <li>■ To be able to focus on one's own characteristics</li> <li>■ To be able to identify and discuss the qualities of a good friend</li> <li>■ To have given honest feedback and experienced the feelings associated with it.</li> </ul>	<ul style="list-style-type: none"> <li>■ Thought shower aspects of themselves they would comment on if writing to a pen friend and had no photos.</li> <li>■ Ask them to write a brief description of themselves, including personality, likes, dislikes, where they live/were born. In pairs share and discuss descriptions. Add something they can do really well and consider what they would like to change in the future. In pairs reflect what was easy/difficult about the exercise. What have you learnt about yourself and others? What are the similarities and differences between you and others? What makes you unique?</li> </ul>	<ul style="list-style-type: none"> <li>■ Choices and Consequences, Family and Friends, Ch 4</li> <li>■ I've changed the world, the universe and everything, Comic Relief</li> <li>■ For further reference on setting up Circles of Friends: Circles of Friends, Colin Newton and Derek Wilson, 1999, Scholastica, London</li> </ul>	<p>En1/3 RE/AT2/Level 3</p>
		<ul style="list-style-type: none"> <li>■ Make a list of significant people in your life. Separate into two columns : those people who are special and those who are less so. In pairs: What makes the people in column 1 so special? Do you show they are special? How? Are you special to them? How do they show it?</li> <li>■ I've changed the world, the universe and everything in it, Chapter 1, Maresa's story, p8, How would you feel?</li> <li>■ I've changed the world, the universe and everything in it, Chapter 1, Maresa's story, p9, Maresa's story</li> <li>■ I've changed the world, the universe and everything in it, Chapter 1, Maresa's story, p10, Circle of Friends</li> <li>■ Write the characteristics of a good friend. In small groups: What characteristics appear most? What would be the most important 8 characteristics? Discuss with whole class.</li> </ul>		

**Key Stage 3:** Year 7  
**Theme:** Relationships  
**Unit:** Friendships (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> <li>■ Ask students to consider what makes them a good friend to others and what things do they need to work on.</li> <li>■ Giving Honest Feedback. Explain that giving honest feedback can involve considerable risk taking. Individually practice completing the following sentences: When I first met you, you seemed... Now...; When you ... I feel...; I'd appreciate it if you ... In pairs share what has been written. What are the hardest things to say? Why? What feelings emerge?</li> <li>■ Choices and Consequences, Family and Friends, p28, Friendship. In pairs complete the sentences; this is my friend. I want them to be willing to ...; this is my friend. I want them to be the sort of person who is...; Compare lists with two other people. How similar/different are the lists? In pairs, one person to write down a quality a friend has e.g. listens the other person, rates their friends as very good, quite good, not very good. Take it in turns to choose a word.</li> <li>■ Choices and Consequences, Family and Friends, p29, p30, Difficult situations...between friends. In pairs role-play two friends: one is trying to persuade the other to do something that the other considers wrong.</li> <li>■ Choices and Consequences, Family and Friends, p31, p32, p33. Friends can be rivals. Think of a friend who is also a rival. What is the rivalry about? How do you stay friends?</li> </ul>		

Key Stage 3: Year 7

Theme: Emotional Health

Unit: Personal Safety (continued overleaf)

**Word Box:**  
personal safety, abuse, mental, physical, verbal, sexual

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;</p> <p>2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;</p>	<ul style="list-style-type: none"> <li>■ To recognise some safe and some dangerous places</li> <li>■ To have considered why some people put themselves at risk</li> <li>■ To recognise feelings and reactions to not being safe</li> <li>■ To know how to improve one's own personal safety</li> </ul>	<ul style="list-style-type: none"> <li>■ Choices and Consequences, Be Sure... Be Safe. Introduce the topic 'what makes a place safe'. For class discussion use key questions from stimulus material on p7, What is safe?..What is dangerous? Encourage individuals to complete the sheet and share with partner. In groups, work on p8.</li> <li>■ Choices and Consequences, Be sure... Be safe, p16, Keeping myself safe. Draw a map of your route to school. Mark the dangerous places and places of safety, explain why. In pairs work with someone who has a different route, compare the safe and dangerous spots. Discuss what makes places safe/dangerous. How can places be made safer?</li> <li>■ Choices and Consequences, Be sure... Be safe, p 29, Reducing the risk</li> <li>■ Choices and Consequences, Be sure... Be safe, p13, Accidents in the home</li> <li>■ Choices and Consequences, Be sure... Be safe, P17, I don't feel safe! Complete the following sentences: I don't feel safe when; I don't feel safe with; I don't feel safe doing; I don't feel safe in. As a group gather in the statements and sort them into most of us don't feel safe when... etc. Repeat for the whole class and display the findings.</li> <li>■ Choices and Consequences, Be sure... Be safe, p18, What could I do? In small groups, pupils should discuss their answers to the individual task, then feedback to the rest of the group.</li> <li>■ Choices and Consequences, Be sure... Be safe, p19, Reactions and feelings! When pupils have thought about their reactions and feelings, they can role-play them. This is a good opportunity for hot seating someone to find out how they feel.</li> <li>■ Why do some people put themselves in risky situations? Explore risky situations and the reasons behind putting oneself in danger in pairs or small groups e.g. Excitement, wanting to look good. Pupils should choose one of the examples and think of 3 consequences of that situation, then role-play the 3 endings. They can then discuss what could have happened had the person not put themselves in the risky</li> </ul>	<ul style="list-style-type: none"> <li>■ Choices and Consequences, Be Sure... Be Safe, Ch 4</li> <li>■ Skills for Life, Tacade</li> </ul>	

Key Stage 3: Year 7  
 Theme: Emotional Health  
 Unit: Personal Safety (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<p>situation and try role-playing those alternative endings. Pupils should think about how they could achieve similar emotions by doing safe things instead of risky things and put those ideas into a public safety advert for the radio e.g. Don't play on the railway lines, go rollerblading at the sports centre instead!</p> <ul style="list-style-type: none"> <li>■ Choices and Consequences, Be sure... Be safe, p11, allow the pupils to look at their own risk-taking behaviour.</li> <li>■ Skills for Life, NRR2, Keeping Safe (2) - sorts of abuse and possible ways of dealing with it.</li> </ul> <p><b>NB Because abuse is a very sensitive issue, teachers must ensure that they are familiar with school policies and procedures. They should make it clear to the group that no-one is being asked to disclose anything and that the classroom might not be the best place to talk about very personal problems. They should tell the group how help can be sought within the school.</b></p> <ul style="list-style-type: none"> <li>■ Introduce the fact that most children and young people who are abused are abused by people that they know. Discuss different types of abuse e.g. mental, verbal, physical and ask for examples. Pupils can also explore the language used in verbal abuse by working in small groups and writing down the exact words that they would class as verbally abusive (this exercise needs to have very strong boundaries; whatever is written down must not be used out of the context of the activity). This can often generate discussion around people's different values. Discuss the different types of seriousness e.g. shouting once is far less serious than one incident of sexual abuse. Make a list of emotions people might feel if they are being mentally, verbally or physically abused. Work in 2s/3s. On slips of paper write what someone who has been or is being abused can do. Collect slips and collate. Which are the most common strategies? What might be the hardest to carry out? Summarise ideas onto a flipchart. Close by reminding group if a young person is abused it is <b>never</b> their fault.</li> </ul>		

**Key Stage 3: Year 7**

**Theme: Citizenship**

**Unit: School Politics**

**Word Box:**

rights, responsibilities, bill of rights, children's rights

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1c central and local government, the public services they offer and how they are financed, and the opportunities to contribute;</p> <p>1d the key characteristics of parliamentary and other forms of government;</p> <p>1e the electoral system and the importance of voting;</p> <p>1g the importance of resolving conflict fairly;</p> <p>3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own;</p> <p>3b negotiate, decide and take part responsibly in both school and community-based activities;</p> <p>3c reflect on the process of participating.</p>	<ul style="list-style-type: none"> <li>■ Understand how voting systems work</li> <li>■ Understand that everyone has a right to their say in a democratic society</li> <li>■ Develop skills for conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect Pack</li> <li>■ Section 1 Rights and Responsibilities</li> <li>■ Group Agreement</li> <li>■ Bill of Rights</li> <li>■ The Right to Speak</li> <li>■ The Responsibility To Listen</li> <li>■ 1.5 Children's Votes</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect Pack, Child and Adolescent Services</li> </ul>	<p>HI/9,10 RE/AT2/Level 4</p>

**Key Stage 3:** Year 8  
**Theme:** Society

**Unit:** Bullying (continued overleaf)

**Word Box:**  
bullying, labelling, name-calling, victim

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1b to respect the differences between people as they develop their own sense of identity;</p> <p>2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help;</p> <p>3a about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;</p> <p>3b how to empathise with people different from themselves.</p>	<ul style="list-style-type: none"> <li>To understand the effects of name calling, labelling and stereotyping</li> <li>To identify ways of handling situation when name calling occurs</li> <li>To have considered the way in which labels handicap those with disability</li> <li>To have considered different types of bullying and abuse</li> <li>To have considered ways of preventing bullying</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Disability, Section 1:1, What's in a Name?</li> <li>Activity 1. Do a round - If I were an animal, I would be...? Because ... Is it true that animals have these characteristics? How did they get this reputation? Individually record; something people sometimes call me that I am happy about; something people call me that I don't mind; something people call me that I don't like. Share thoughts and feelings with a partner. Altogether record the feelings they have identified. Is name calling bad? Are there times when you don't mind? When doesn't it matter and why? When do you hate it most? What makes it hurtful?</li> <li>Activity 2. Explore the reasons why labelling and name-calling is hurtful. Discuss why is it personal and often untrue. Explore ways of dealing with it. Encourage the class to throw away the names they don't like in the bin.</li> <li>Activity 3. Give out a photo showing groups of people, including those with disabilities, to each group of 4 or 5. NB some example photos are provided in the resources pack, but pupils can also collect pictures themselves and bring to the class. Ask for descriptions of people in the photo, drawing out stereotypes and the groups' responses to a person with disabilities. Discuss media portrayal of disability - how does this relate to labelling and stereotyping? Do we actually see a lot of people with disabilities in adverts or in television programmes? How does this feel for those people? Do young people with disabilities have obvious role models in the media? End by encouraging pupils to think that there is a human right to dignity, respect and freedom and remembering the importance of valuing each other as individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Disability, Tacade</li> <li>Skills for Life, Tacade</li> <li>Respect Pack, City &amp; Hackney Community Psychology</li> <li>I've changed the world, the universe and everything, Comic Relief</li> <li>Poem, Tich Miller, Wendy Cope, copied in Life size, Liz Swinden and Lesley De Meza, Novels</li> <li>The Tulip Touch, Anne Fine, Hamish Hamilton, Psychological bullying and its effects.</li> <li>The Panic Wall, Alice Rowe, Mammoth. One boy's experience of challenging bullying.</li> <li>Egghead, Steve May, Mammoth. Year 8 boy is bullied and starts truanting with older boys</li> </ul>	<p>Hi/2b RE/AT2/Level 3</p>

SCHEME OF WORK

for PSHCE

Key Stage 3: Year 8

Theme: Society

Unit: Bullying (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> <li>■ Read Tich Miller poem. Is this bullying, just by leaving someone out? How does Tich Miller feel every time the class plays games? Should the writer have done something? Get the pupils to role play the poem and ask the person who played Tich Miller how they felt. The pupils can write a poem based on Tich Miller or one in which the poem develops in a different way.</li> <li>■ I've changed the world, the universe and everything in it, Candice's Story, p18, Exclusive red noses.</li> <li>■ I've changed the world, the universe and everything in it, Candice's Story, p19, p20, What is racial harassment?</li> <li>■ I've changed the world, the universe and everything in it, Candice's Story, p19, p20, Dilemmas and decisions.</li> <li>■ Skills for Life Unit NRR2 Keeping Safe (1) - personal safety and bullying. Thought shower safe/unsafe places - is this the same in school? In groups, record ideas for keeping safe and what can endanger safety. Take feedback and discuss whose responsibility are these things? Focus on bullying: does it happen? Can it be prevented? How? What are bullies like? What are victims like? What message can we give about bullying? Re-form groups and ask them to compose two messages, one for possible bullies one for possible victims - display, peruse, discuss. Relate to school bullying policy.</li> <li>■ Respect Pack, Section 4.2, Power, Bullying and Violence, Bullying and Control</li> <li>■ Respect Pack, Section 4.3, Power, Bullying and Violence, Violence</li> <li>■ Respect Pack, Section 4.4 Power, Bullying and Violence, Conflict Negotiation</li> <li>■ Respect Pack, Section 4.5, Power, Bullying and Violence, Self-Defence</li> </ul>	<ul style="list-style-type: none"> <li>■ School Tales, Jill Dawson ed, Livewire. School student's writings about their experiences.</li> <li>■ Deliver Us From Evil, M.E.Kerr, Viking, Homophobic bullying in a small community.</li> </ul>	

Key Stage 3: Year 8

Theme: Physical Health

Unit: Sexual Health (continued overleaf)

**Word Box:**

expectations, influences, pregnancy, contraception, condom, kite mark

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity.</p>	<ul style="list-style-type: none"> <li>■ To be more aware of the risks of pregnancy from unprotected intercourse</li> <li>■ Identify a range of contraceptive methods</li> <li>■ Acknowledge the range of responsibilities within a relationship</li> <li>■ Understand some of the responsibilities in parenthood</li> </ul>	<ul style="list-style-type: none"> <li>■ Safe and Sound, p.39, What is Sex? Divide into small single sex groups. Thought shower all the words they can for sex. Then circle five that best describe what sex is about. Display round the room and discuss: Similarities and differences; Sex as positive or negative; Sex as just having intercourse; Differences in how other people view sex; Conclude by discussing what the group have learnt about "sex".</li> <li>■ Safe and Sound, p.40, p41, Sexual influences. Complete the Expectations about Sex worksheet. In small groups discuss and compare answers, in particular, what or who are the main influences on young people when it comes to sex? Are they good or bad influences? What can young people do to combat influences and pressures that are not good for them?</li> <li>■ Safe and Sound, p40, Question Box (The "Ask it basket") Pupils anonymously write a question they may have about sex and put it into a box. The teacher can either take the questions away to prepare answers. Answer them on the spot or distribute them among the class for pupils to answer themselves.</li> <li>■ Love Talk video - Programme 3. How Girls Get Pregnant and How They Don't - focuses on pregnancy and contraception.</li> <li>■ Safe and Sound, p122 HIV/AIDS - fact or myth?</li> <li>■ Safe and Sound, p122 HIV and AIDS explained</li> <li>■ Safe and Sound, p123 HIV/AIDS Quiz</li> <li>■ Skills for Life, Unit RT3, Activity 4, HIV Transmission</li> </ul>	<ul style="list-style-type: none"> <li>■ Safe and Sound, Julian Cohen, Healthwise</li> <li>■ Living and Growing, Love Talk, video and Teachers Guide, Ch 4</li> <li>■ Skills for Life, Tacade</li> </ul>	<p>Sc2/2f RE/AT2/Level 4</p>

SCHEME OF WORK

for PSHCE

Key Stage 3: Year 8

Theme: Physical Health

Unit: Sexual Health (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> <li>■ Safe and Sound, p123 A young person in our group has HIV</li> <li>NB Teachers must read the notes accompanying this exercise and should only attempt it if they feel assured of the classes maturity.</li> <li>■ Safe and Sound, p124 My friend has HIV</li> <li>■ Safe and Sound, p124 Making posters and leaflets</li> <li>■ Run a condom workshop. Thought shower what the class know about condoms (cost, colour, size, types, etc) Ask about kite marks, expiry date, and different brands. What makes a condom effective? How must condoms be used to retain their effectiveness? Demonstrate how to use a condom safely. Encourage class to do the same. Circulate different types of condoms to small groups and ask them to describe what is specific about the different types.</li> </ul> <p>NB The next 2 lessons are not strictly about sexual health, but can be linked into the topic as one talks about strong feelings and how to deal with them and the other talks about peer and media pressure on young people.</p> <ul style="list-style-type: none"> <li>■ Love Talk video - Programme 1, Number One Fan - looks at what it might be like to develop a passionate attachment to an unattainable person.</li> <li>■ Love Talk video - Programme 2, What Do You Look Like! - focuses on fashion influences.</li> </ul>		

**Key Stage 3:** Year 8

**Theme:** Safety

**Unit:** Getting Help and First Aid

**Word Box:**

heart attack, mouth, chest, compression, cardiac, pulmonary, emergency, resuscitation

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2h basic emergency procedures and where to get help and support.</p>	<ul style="list-style-type: none"> <li>■ To be able to recognise and treat a heart attack</li> <li>■ To be able to carry out mouth to mouth resuscitation</li> <li>■ To be able to carry out chest compressions</li> <li>■ To be able to combine and carry out full Cardio-pulmonary resuscitation CPR</li> </ul>	<ul style="list-style-type: none"> <li>■ St Johns Ambulance Young Lifesaver Award Stage 3 NB Please assess the group's previous experience before commencing this unit. All primary schools should deliver units 1 &amp; 2 at Years 5 &amp; 6, but this may not be the case and provision may need to be made for a differentiated programme NB Teachers should have had some training to teach the course.</li> <li>■ Revise previous units to refresh knowledge - See Units 1 &amp; 2</li> <li>■ St Johns Ambulance Young Lifesaver Award Stage 3 Heart Attacks</li> <li>■ St Johns Ambulance Young Lifesaver Award Stage 3 Mouth to mouth resuscitation</li> <li>■ St Johns Ambulance Young Lifesaver Award Stage 3 Chest compressions</li> <li>■ St Johns Ambulance Young Lifesaver Award Stage 3 CPR</li> </ul>	<ul style="list-style-type: none"> <li>■ St Johns Ambulance Young Lifesaver Award</li> </ul>	<p>Sc2/2i,2j,2k,2l</p>

**Key Stage 3: Year 8**

**Theme: Relationships**

**Unit: Relating to Adults**

**Word Box:**  
family, conflict, coping, individual, power, bullying

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>3g about the role and feelings of parents and carers and the value of family life;</p> <p>3h to recognise that goodwill is essential to positive and constructive relationships;</p> <p>3i to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;</p> <p>3k to communicate confidently with their peers and adults.</p>	<ul style="list-style-type: none"> <li>■ To have considered the nature of families and the roles of individuals with in the family structure</li> <li>■ To have identified and explored ways of handling conflict within families</li> <li>■ To have considered how adults and young people cope with different situations</li> <li>■ To have analysed the kind of power children and young people have and the kinds of power others have over them</li> </ul>	<ul style="list-style-type: none"> <li>■ NSPCC Family Life Education Pack Theme 3: Families, Lesson 1: What is a family?</li> <li>■ NSPCC Family Life Education Pack Theme 3: Families, Lesson 2: The changing nature of family life</li> <li>■ Skills for Life, Unit B8 Activity 1 Working with Family Conflict (1) Make one family member card per pupil, labelled: parent (9 cards), son/daughter (14), step-parent (3), grandparent (4). Explain the purpose of the activity is to identify and explore ways of handling conflict with families. In random sub-groups of 6, distribute 5 cards at random, one member acts as observer. Remove the observers and brief them later to watch the group and note good examples of communication skills and poor examples. Groups to discuss the family structure defined by the cards and suggest its characteristics. Each group to identify a possible conflict, which could exist within their family. In role, discuss the conflict for 5 minutes. Ask groups to what extent has the discussion helped them resolve the conflict. Conclude by asking each group to listen to its observer give feedback.</li> <li>■ Skills for Life Unit B8 Activity 2 Working with Family Conflict (2) Recap on previous activity. Return to family groups again. Each person has one minute each to say in role what conflict means to them and what they would like to happen next. The group then has to seek agreement about next steps. The observer reports good and poor communication again.</li> <li>■ Skills For Life, unit DS10, Younger and Older -Ways of Coping Explain this activity is concerned with some of the different ways in which young people and adults cope with certain situations. In groups divide a piece of flipchart paper into two. Draw an adult in one half and a young person in the other. Give out situation cards e.g. a relationship breaks up, a new job means moving house etc. Surround each image with words to explain what they think each would do to cope with the situation. Discuss similarities and differences between the response of adults and young people. Take feedback on 1 or 2 key points. Debrief by considering whether it is inevitable and/or desirable that the differences exist.</li> </ul>	<ul style="list-style-type: none"> <li>■ NSPCC Family Life Education Pack</li> <li>■ Skills for Life, Tacade</li> </ul>	<p>En 1/3 RE/AT2/Level 5</p>

Key Stage 3: Year 8

Theme: Emotional Health

Unit: Changing Family Networks

**Word Box:**

family, relationship, loss, change, divorce, splitting up

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1d to recognise the stages of emotions associated with loss and change caused by death, divorce, separation and new family members, and how to deal positively with the strength of their feelings in different situations;</p> <p>3e the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help.</p>	<ul style="list-style-type: none"> <li>■ To have considered the ways in which parents and children become separated</li> <li>■ To have explored the feelings that arise when separation occurs</li> <li>■ To be able to identify the kind of help they would like to have</li> <li>■ To have reflected on the experience of loss</li> <li>■ To have explored coping strategies at times of sudden change</li> </ul>	<ul style="list-style-type: none"> <li>■ Family Life Education, Theme 2: Relationships, Lesson 2 - Living in a family p.4</li> <li>■ Family Life Education, Theme 2: Relationships, Lesson 3 - Breaking up p.6</li> <li>■ Family Life Education, Theme 2: Relationships, Lesson 4 - The Nature of help p.8</li> <li>■ Loss &amp; Change, Skills for Life, unit DS10. Draw a time line starting with started school at age 4/5. List what was lost at this time e.g. nursery school, childminder, being at home etc. Working in pairs, add further losses. Discuss with class different types of loss, i.e. loss of significant person, loss of part of oneself, loss of objects and developmental loss (growing-up). Consider one's own list with these categories. Discuss the fact that loss is part of life and is on-going.</li> <li>■ Skills for Life, Unit NRR6 Sudden Changes - Coping and Supporting. Explain that whilst some changes are gradual others are sudden, such as illness, family break up. Thought shower sudden changes. In pairs discuss experiences of sudden change; these may be positive as well as negative depending on how comfortable the pupils feel. As a class discuss what has been learnt about the experience of sudden change and what support we may need to help us cope.</li> <li>■ Skills for Life, Didn't You Do Well? Unit RT9</li> <li>■ Tell Me About It! Programme 4: It's All My Fault. Explores the feelings and responses that young people might experience when their parents split up. Study Guide p.11-13</li> </ul>	<ul style="list-style-type: none"> <li>■ Family Life Education, NSPCC</li> <li>■ Skills for Life, Tacade</li> <li>■ Living &amp; Growing, Tell Me About It! Video and teacher's guide, Ch 4</li> </ul>	

SCHEME OF WORK

for PSHCE

**Key Stage 3: Year 8**

**Theme: Citizenship**

**Unit: Young Peoples Rights**

**Word Box:**  
rights, search, detention, arrest, justice, conflict, diversity

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people;</p>	<ul style="list-style-type: none"> <li>■ To understand that humans have rights in law</li> <li>■ To understand the ways in which people are affected by laws</li> <li>■ To understand the role of the British legal system</li> </ul>	<ul style="list-style-type: none"> <li>■ Family Life Education Theme 8: Children's Rights,</li> <li>■ Lesson 1: What are Human Rights?</li> <li>■ Lesson 2: Responsibilities</li> <li>■ Lesson 3: The United Nations Convention on the Rights of the Child</li> <li>■ Lesson 4: Putting Theory about Children's Rights into Practice</li> <li>■ Criminal Justice, Institute for Citizenship. Optional units to explore the issue of rights</li> </ul>	<ul style="list-style-type: none"> <li>■ Family Life Education, NSPCC</li> <li>■ Criminal Justice, Institute for Citizenship</li> <li>■ I've changed the world, the universe and everything, Comic Relief</li> </ul>	<p>HI/2b,10,13 Gg/6f RE/AT2/Level 5</p>
<p>1b the diversity of national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding;</p>		<ul style="list-style-type: none"> <li>■ Option 1: A Fair Trial? Young people and the criminal justice system.</li> <li>■ Option 2: Stop and Search</li> <li>■ Option 3: Youth Detention</li> <li>■ Option 4: The Stephen Lawrence case</li> </ul>		
<p>1g the importance of resolving conflict fairly;</p> <p>1h the significance of the media in society;</p>				
<p>2a think about topical, political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;</p>		<ul style="list-style-type: none"> <li>■ I've changed the world, the universe and everything, John's story, p11. This story shows how anyone has the right to recover from poverty, abuse or neglect so they can resume normal life as quickly as possible</li> <li>■ I've changed the world, the universe and everything, Ali's story, p26. This story shows how disabled young people can help each other to achieve their right to participate in education and community life.</li> </ul>		
<p>3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</p>				

**Key Stage 3:** Year 9  
**Theme:** Society  
**Unit:** Money

**Word Box:**  
 savings, interest, withdrawal, credit, debit, commerce

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>To understand what influences how we spend or save money and how to become competent at managing personal money.</p>	<ul style="list-style-type: none"> <li>To have explored the different banking opportunities open to them at present and the advantages and disadvantages of each type</li> <li>To have considered the implications of working whilst at school</li> <li>To have considered how the increasing use of the internet is changing society</li> </ul>	<ul style="list-style-type: none"> <li>Thought shower why people would need a bank account e.g. to save, immediate access, safety, to accrue interest etc.</li> <li>Using a selection of leaflets from different organisations e.g. building societies, banks, post office, internet banking. In small groups research which accounts give which benefits</li> <li>Get Working video, Programme 1, Round the Clock - Balancing the demands of school life with a job</li> <li>Programme 2 - Your Rights and Wrongs at Work</li> </ul> <p><b>E-Commerce</b></p> <ul style="list-style-type: none"> <li>Core lesson 1 What do pupils know about the Internet and its effect on society?</li> <li>Core lesson 2 Differentiating product information from advertising slogans</li> <li>Core lesson 3 Investigating buying on the Internet and exploring the advantages and disadvantages of this.</li> </ul>	<ul style="list-style-type: none"> <li>Get Working video, Ch 4</li> <li>E-Commerce, Institute for Citizenship</li> </ul>	<p>RE/AT2/Level 4</p>

Key Stage 3: Year 9

Theme: Physical Health

Unit: Sexual Health (continued overleaf)

**Word Box:**  
sexually transmitted infections, safer sex, HIV, AIDS, condom, contraception

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;</p>	<ul style="list-style-type: none"> <li>■ To have some knowledge about different STIs and how they are transmitted.</li> <li>■ To understand that anyone can get an STI.</li> <li>■ To understand some of the ways STIs can be treated and/or avoided.</li> <li>■ To know how a condom works and how to use it.</li> <li>■ To have knowledge about different contraceptives, how they work and how effective they are.</li> <li>■ Increased knowledge and understanding about STIs</li> <li>■ Increased knowledge and understanding about HIV and AIDS</li> <li>■ Distinguish between fact and fiction regarding people who are living with HIV</li> </ul>	<ul style="list-style-type: none"> <li>■ Taught Not Caught, p168. Write one of the following statements about STIs per large piece of paper and display around the room. You would know if you had an STI; Only dirty people catch STIs; You can't get an STI the first time you have intercourse; You can catch STIs from toilet seats; You can get an STI more than once; You can't have more than one STI at a time; Condoms stop you getting STIs; Kissing spreads STIs; There's a cure for STIs. Encourage the class to circulate and write comments on the sheets. When everyone has written on every sheet reform the group. Read the graffiti, and discuss the myths, facts and misconceptions that may have arisen. Follow up could be the Warts and All video.</li> <li>■ Safe and Sound p121 STIs card game - matching card game for small groups to play. To play the game make four sets of cards - one set of the names of STIs and one set for symptoms, effects on health and treatment. Ask the group to match the cards then go through the answers using an information sheet, discuss each STI in turn and find out what further information is needed.</li> <li>■ See Run a condom workshop. Thought shower what the class know about condoms (cost, colour, size, types, etc) Ask about kite marks, expiry date, and different brands. What makes a condom effective? How must condoms be used to retain their effectiveness? Demonstrate how to use a condom safely. Encourage class to do the same. Circulate different types of condoms to small groups and ask them to describe what is specific about the different types.</li> <li>■ Safe and Sound, p51. In small groups using the one contraceptive method and leaflets find out: How it works, how reliable it is, how easy/difficult to use, where to get it, advantages/disadvantages, how to use it effectively. Each group can present their findings.</li> </ul>	<ul style="list-style-type: none"> <li>■ Taught Not Caught, The Clarity Collective, LDA</li> <li>■ Warts and All: A Young Person's Guide to STDs, Bristol Health Promotion.</li> <li>■ Safe and Sound Julian Cohen, Healthwise</li> <li>■ A selection of condoms in packets.</li> <li>■ Condom demonstrator.</li> <li>■ Contraceptive kits</li> <li>■ Living and Growing, Love Talk, video and teachers guide, Ch 4</li> <li>■ For further ideas:             <ul style="list-style-type: none"> <li>■ Infection Protection - Teaching about Sexually Transmitted Infections, Brook Publications</li> </ul> </li> </ul>	
<p>2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel.</p>				

**Key Stage 3:** Year 9  
**Theme:** Physical Health  
**Unit:** Sexual Health (continued)

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> <li>■ Taught Not Caught, p155, p157 or Safe and Sound, p51 Contraceptive quizzes</li> <li>■ Safe and Sound, p52</li> <li>■ Contraceptive card game</li> <li>■ Love Talk video programme 4, How To Have Fun and Keep Healthy. Discusses sexually transmitted infections and in Particular HIV. The risks associated with unprotected sex are explored.</li> <li>■ Love Talk Teachers Guide Activity Sheets p.12-14</li> </ul>		

SCHEME OF  
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**Key Stage 3:** Year 9

**Theme:** Safety

**Unit:** Illicit Substances

**Word Box:**  
effects, risk, consequences, assertion, illegal

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2d basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs;</p> <p>2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;</p> <p>2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.</p>	<ul style="list-style-type: none"> <li>■ To explore laws and legislation about drugs</li> <li>■ To give an understanding about school rules and expulsion regarding drugs</li> <li>■ To inform about different types of drugs, and their effects.</li> <li>■ To recognise choice and risk</li> <li>■ To explore lifestyle choice with particular regard to health and citizenship.</li> <li>■ To recognise pressured situation and occasions of personal risk</li> <li>■ Develop and Explore methods of resisting pressure</li> <li>■ Increase knowledge of appropriate agencies that can help</li> </ul>	<ul style="list-style-type: none"> <li>■ Draw and write activity 'What's in the bag' Divide a piece of A3 paper into 4 sections. Box one: a girl called Cheryl (aged 14) is walking home from school when she finds a bag of drugs... can you draw what was in that bag. Box 2: who do you think lost the bag? Box 3: what was the person going to do with the drugs? Box 4: what would you do with the bag if you had found it?</li> <li>■ Taking Drugs Seriously, activity e1, The Law and Drugs. Categorises drug into legal and illegal, and the class category within the Misuse of Drugs Act</li> <li>■ Taking Drugs Seriously, activity e2, The Law and Drugs 2. Gives greater understanding of drug laws via 'real life' case studies.</li> <li>■ LEA A4 Worksheet, What is it? Questions cover a drug's effects, risk (short term and long term), appearance and class, and other names.</li> <li>■ The World of Drugs, activity 7, Drugs and Risk Taking, Discusses levels of risk, and the consequences of taking risks.</li> <li>■ The World of Drugs, activity 9, Me, Myself, I, Various activities on responsibility and consequences.</li> <li>■ The World of Drugs, activity 5, Want to say no? Centres around resistance and assertion skills. Explores saying no.</li> <li>■ Exploration of agencies that can help. Discussion based, teacher led activity to discuss sources in family unit, school and community that can help with drug related situations. Teachers should ask questions such as is there anyone who can help in drug-related situations? Who would young people want to talk to and why? What can friends or family do to help someone? Pupils can role-play conversations about drug issues and feed-back to the rest of the class what it felt like to talk about certain things. See appendix of managing drug related incident policy guidelines for a copy of a map and agencies list.</li> </ul>	<ul style="list-style-type: none"> <li>■ The World of Drugs - Secondary Pack, Tacade</li> <li>■ Birchfield Interactive CD Rom (available in all Hackney schools)</li> <li>■ Taking Drugs Seriously, Healthwise</li> <li>■ Misuse of Drugs Act information</li> <li>■ Know the Score Leaflets, HDA</li> <li>■ Police officers in Hackney's Safer Schools Partnership (re. drugs and the law)</li> <li>■ List of community based organisations for young people.</li> </ul>	<p>Sc2/2m</p>

Key Stage 3: Year 9

Theme: Relationships

Unit: Sexual Relationships (continued overleaf)

**Word Box:**

attraction, personality, maturity, pressures, relationship, gay, bisexual, single, sexuality, homophobic, caring, rejection

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>2e in a context of the importance of relationships, about human reproduction, contraception, sexually transmitted infections, HIV and high-risk behaviours including early sexual activity;</p>	<ul style="list-style-type: none"> <li>■ To recognise and acknowledge the difference in male and female perceptions of the opposite sex</li> <li>■ To identify key influences when starting a relationship</li> <li>■ To know that they can make the decision when to have a relationship</li> <li>■ To acknowledge that a number of males and females will be attracted to the same sex</li> <li>■ To understand the importance of a responsible attitude to sexual behaviour</li> <li>■ To accept an individual's right not to be sexually active</li> <li>■ To recognise the role of moral and cultural values in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect Pack; Section 2.1 Being a Girl, Being a Boy, Use worksheet If I were the opposite sex to think through how a typical day in your life would be different. Swap worksheet with partner of the opposite sex - how accurate is their depiction? In single sex groups thought shower what are girls supposed to be like? What are boys supposed to be like? Display and compare lists.</li> <li>■ Using resource sheet Gender Statements - sort statements into applies to girls/applies to boys/applies to both/neither. Look at the lists. In what ways are girls expected to be different from boys? Do you agree or disagree with this?</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect pack, Child and Adolescent Services</li> <li>■ Living and Growing, Love Talk, video and teachers notes, Channel 4</li> </ul>	<p>Sc2/2f,2g,2h RE/AT2/Level 5</p>
<p>2f to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;</p>	<ul style="list-style-type: none"> <li>■ To know that they can make the decision when to have a relationship</li> <li>■ To acknowledge that a number of males and females will be attracted to the same sex</li> </ul>	<ul style="list-style-type: none"> <li>■ Using resource sheet what I like about being a girl/boy. Consider the things you like about being a boy or girl and about what you'd like to change about it.</li> </ul>		
<p>2g to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.</p>	<ul style="list-style-type: none"> <li>■ To understand the importance of a responsible attitude to sexual behaviour</li> <li>■ To accept an individual's right not to be sexually active</li> <li>■ To recognise the role of moral and cultural values in decision-making</li> </ul>	<ul style="list-style-type: none"> <li>■ Respect Pack, Section 2.3 Feelings. Using resource sheet Feelings list your feelings and discuss your answers to questions 5 and 6.</li> <li>■ Living and Growing, Love Talk, Programme 1 Before using the video ask pupils to consider: What do you think the opposite sex is looking for? How important is friendship in a relationship? Is being physically attracted to someone important? How difficult is it to start a relationship? After the programme ask: What were the main qualities identified by the boys and girls in the programme? Were the boys' views of girls accurate? Is it true girls are more emotional than boys?</li> <li>■ Activities: Use qualities cards on p.4 of teachers guide to prioritise what is important in a relationship. In the same groups use activity sheet 2 to consider the situations and discuss what each individual should do. Each group to give a report to the rest of the class.</li> </ul>		

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**Key Stage 3: Year 9**  
**Theme: Relationships**  
**Unit: Sexual Relationships (continued)**

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
		<ul style="list-style-type: none"> <li>■ Living and Growing, Programme 2, Love Talk After viewing the video ask: Are you surprised by the boys' view of what love is? How important is trust, honesty, and reliability in a relationship? Is there pressure on young people to start a relationship?</li> <li>■ Use Activity sheet 3, Under Pressure, p7 to consider situations, which may arise with a friend, or partner where they may find themselves under pressure and case studies on p.8.</li> </ul>		

**Key Stage 3:** Year 9  
**Theme:** Emotional Health  
**Unit:** Future Options

Word Box:

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1e to relate job opportunities to their personal qualifications and skills, and understand how the choices they will make at key stage 4 should be based not only on knowledge of their personal strengths and aptitudes, but also on the changing world of work;</p> <p>1f to plan realistic targets for key stage 4, seeking out information and asking for help with career plans.</p>		<ul style="list-style-type: none"> <li>See Connexions STEPs package</li> </ul>	<ul style="list-style-type: none"> <li>Connexions STEPs Programme</li> </ul>	

**Key Stage 3: Year 9**

**Theme: Citizenship**

**Unit: Human Rights**

**Word Box:**  
conflict, resolution, immigration, community, asylum, diversity

Aims	Learning Outcomes	Suggested Activities	Suggested Resources	NC Links
<p>1a the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people;</p> <p>1f the work of community-based, national and international voluntary groups;</p> <p>1g the importance of resolving conflict fairly;</p> <p>1i the world as a global community, and the political, economic, environmental and social implications of this, and the role of the European Union, the Commonwealth and the United Nations;</p> <p>2a think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;</p> <p>2b justify orally and in writing a personal opinion about such issues, problems or events;</p> <p>2c contribute to group and exploratory class discussions, and take part in debates;</p> <p>3a use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own.</p>	<ul style="list-style-type: none"> <li>■ To understand what is meant by the term refugee</li> <li>■ To understand what is meant by the term asylum</li> <li>■ To explore their own preconceptions and understand commonly held misconceptions about refugees</li> </ul>	<ul style="list-style-type: none"> <li>■ Activate Refugees, Core lesson 1: Introducing the concept of refugees</li> <li>■ Refugee Voices, Channel 4 Schools video</li> <li>■ Activate Refugees, Core lesson 2: Reflecting on preconceptions</li> <li>■ Activate Refugees, Core lesson 3 - Making decisions about asylum seekers</li> <li>■ Optional lessons                             <ol style="list-style-type: none"> <li>1 Conflict resolution</li> <li>2 The Government's role</li> <li>3 Media interpretations</li> <li>4 Practical activities</li> </ol> </li> <li>■ I've changed the world, the universe and everything in it, Abdirazak Abdi's story, p24, Writing a charter of refugee's rights</li> <li>■ I've changed the world, the universe and everything in it, Abdirazak Abdi's story, p25, Refugees in the UK</li> <li>■ I've changed the world, the universe and everything in it, Abdirazak Abdi's story, p25, Researching Sodhexho vouchers</li> </ul>	<ul style="list-style-type: none"> <li>■ Activate, On-line Case Studies, The Institute for Citizenship</li> <li>■ Refugee Voices, Ch4</li> <li>■ I've changed the world, the universe and everything in it, Comic Relief</li> </ul>	<p>HI/10,13 Gg/3b, 3e, 5a, 5b, 6f, 6h-6k En1/3 RE/AT2/Level 5</p>

## Key Stage 3 & 4 Resource Contacts

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### Amazon - [www.amazon.co.uk](http://www.amazon.co.uk)

#### Fiction

- Deliver Us From Evie, M.E.Kerr, Viking
- The Tulip Touch, Anne Fine, Hamish Hamilton.
- The Panic Wall, Alice Rowe, Mammoth
- Egghead, Steve May, Mammoth

#### Non-Fiction

- School Tales: StORIES by Young Women, Jill Dawson ed, Livewire.
- Girl Talk, Things your sister never told you, Carol Weston, Macmillan
- Life size, Teaching materials exploring body image, Liz Swinden and Lesley De Meza, Forbes

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### Channel 4 - [www.channel4.com](http://www.channel4.com)

- Choices and Consequences, Eat Well...Keep Well Activity Book
- Choices and Consequences, Be Sure... Be Safe Activity Book
- Choices and Consequences, Family and Friends Activity Book
- Choices and Consequences, Drugs to Help...Drugs to Hurt Activity Book
- Off Limits, Get Working video
- Off Limits, Love Talk, video and Teachers Guide
- Off Limits, Tell Me About It! Video and Teachers Guide
- Off Limits, Talking About Violence video and teaching pack
- Off Limits, Talking About Race video and teaching pack
- Off Limits, Refugee Voices video
- Off Limits, Work Experience video

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### Healthwise - [www.healthwise.org.uk](http://www.healthwise.org.uk)

- Safe and Sound, Julian Cohen,
- Basic Drugs Fact card game
- Taking Drugs Seriously 3

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**Tacade - [www.tacade.com](http://www.tacade.com)**

- The World of Drugs Secondary
- The World of Drugs Primary

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**Other**

- NSPCC Family Life Education Pack – [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Family Life Education, NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)
- Young Citizen’s Passport, Citizenship Foundation, Hodder and Stoughton – [www.citfou.org.uk](http://www.citfou.org.uk)
- Behind Closed Doors video, NCH – [www.nchafc.org.uk](http://www.nchafc.org.uk)
- Infection Protection – Teaching about Sexually Transmitted Infections, Brook Publications, [www.brook.org.uk](http://www.brook.org.uk)
- Holding the Baby video, FPA, contact [www.fpa.org.uk](http://www.fpa.org.uk)
- Misuse of Drugs Act information – [www.drugscope.co.uk](http://www.drugscope.co.uk)
- Know the Score Leaflets – [www.drugscope.co.uk](http://www.drugscope.co.uk)
- Respect Pack, Child and Adolescent Services – St Leonard’s Hospital, Child Psychology Department, Hackney
- Samaritans Youth Pack - [www.samaritans.org.uk](http://www.samaritans.org.uk)
- Papapaa, teaching pack on fair trade and chocolate, Comic Relief – [www.comicrelief.com](http://www.comicrelief.com)
- Living on the Line, Action Aid – [www.actionaid.org.uk](http://www.actionaid.org.uk)
- Lifeschool – Preparation for adult life, BBC - [www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)
- Changing Lives, Crisis - [www.crisis.org.uk](http://www.crisis.org.uk)
- Be Active! magazine, British Heart Foundation – [www.bhf.org.uk](http://www.bhf.org.uk)
- Intake magazine, British Heart Foundation – [www.bhf.org.uk](http://www.bhf.org.uk)
- Fit or Twit CD, British Heart Foundation – [www.bhf.org.uk](http://www.bhf.org.uk)
- Activate – On-line resources, Institute for Citizenship - [www.citizen.org.uk](http://www.citizen.org.uk)