

Learning Intention	Vocab	Concept And British Value	Retrieval to prior learning	Success Criteria	Hinge Question	Red Zone
Lesson 1 (Week 1) To understand what PSHE is and why it is important in helping us become informed, respectful and responsible citizens.	PSHE, citizenship, responsibility, personal development	Life beyond school Respect, Individual Liberty	Recap of Year 7 PSHE topics such as healthy lifestyles, friendship, values, and transition.	I can explain what PSHE stands for, why it matters, and how it can help me in school and life.	What is the BEST description of what PSHE lessons are about? 1. Learning how to stay healthy, safe, and make good choices. 2. Learning how to develop your wellbeing, build positive relationships, stay healthy and safe, and prepare for life in and beyond school. 3. Learning about health issues and how to avoid risky situations. 4. Learning skills that help you get along with others and manage challenges in everyday life.	A head teacher at a local school is considering replacing PSHE lessons with reading time. Write an argument against this! Why is learning about PSHE important for people your age? Give two reasons with examples Stretch: How could PSHE still help you in your future as an adult?
Lesson 2 (Week 2) Identity and Community:	Identity, belonging, community, similarity,	Celebrating diversity and equality	Year 7 identity, empathy, transition	I can describe similarities and differences between people, explain	Which action would be most effective in building community feeling?	Imagine a new student joins school and feels they don't belong. Write a short plan of 3 strategies that would help them

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Belonging, Bridges and Barriers To understand how identity, belonging and community can affect people's experiences.	difference, inclusion, exclusion, barrier, bridge	Tolerance, Individual Liberty		factors that affect belonging, and suggest ways to build bridges instead of barriers in communities.	1. Creating opportunities for different groups to work together on local projects 2. Encouraging people to spend more time with only their close friends 3. Allowing each group in the community to organise events separately 4. Reducing the number of community activities to avoid disagreements	feel included and explain why these would work. Stretch: With reference to community, what is meant by the terms bridges and barriers?
Lesson 3 (Week 3) To understand what stereotypes are, where they come from, and how they can be harmful.	Stereotype, assumption, bias, prejudice	Celebrating diversity and equality Respect, Tolerance	Identity and empathy lessons; Year 7 PSHE on peer pressure and influence	I can explain what a stereotype is, give an example, and describe its impact.	Which is the best definition and example of a stereotype? 1. An opinion about a person based on something they have said or done, such as thinking someone is kind because they helped a friend.	An adult shopkeeper says to the person in the queue in front of you "teenagers never have good manners!" How could hearing this make teens feel and what behaviours could occur? Explain why we should try to challenge stereotypes if we feel it is safe.

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					2. A judgement made after looking at evidence, such as choosing a team captain based on their leadership skills. 3. A generalised belief about a group of people, such as assuming all older people struggle to use technology. 4. A personal preference for spending time with people who share similar interests, such as joining a sports club.	Write some possible ways you could respectfully educate and challenge the person. Stretch: Is it always a good idea to challenge stereotypes? Explain your answer.
Lesson 4 (Week 4) To learn how prejudice leads to discrimination and how the Equality Act protects people with protected characteristics.	Prejudice, discrimination, Equality Act, protected characteristics	Rights, responsibilities and British values Rule of Law, Respect	Previous lesson on stereotypes; Year 7 laws and democracy unit	I can define discrimination, name the 9 protected characteristics, and explain one real-life example.	Which statement best explains the difference between prejudice and discrimination? 1. Prejudice and discrimination both mean treating everyone equally.	In full sentences: Explain the difference between prejudice and discrimination . Give an example of each linking to the protected characteristics . <i>Prejudice is...whereas...</i> <i>The Equality Act protects people by...It covers... An</i>

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					2. Prejudice is following the law, while discrimination is breaking the law. 3. Prejudice is when someone is treated unfairly, while discrimination is a personal opinion. 4. Prejudice is a belief or attitude about a person or group, while discrimination is acting unfairly because of that belief.	<i>example of discrimination is...An example of prejudice is...</i> Stretch: Explain why we should stand up to discrimination.
Lesson 5 (Week 5) To understand the difference between equality, equity, and fairness—and how these affect people's daily lives.	Equality, equity, fairness, justice	Celebrating diversity and equality All British Values	Link back to protected characteristics and British values from Year 7 and last lesson	I can explain the difference between equality and equity using examples.	Two students need to reach the same learning goal. One receives extra reading support because they have dyslexia, while the other does not. What is the best explanation for this? 1. It is unfair because students are treated differently.	Using Amira's day as an example, explain the difference between equality, equity, and fairness, and how they affect people's daily lives. One example of equality in Amira's day is... This is unfair because...Equity would look like...Fairness in this situation would be... This shows how equality, fairness and equity

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					2. It is equality because both students are in the same class. 3. It is equity because support is adjusted to need. 4. It is equality because both students have the same goal.	affect daily life for people because... Stretch: Which British Value is most relevant to equity, equality and fairness, and why?
Lesson 6 (Week 6) To explore how to disagree respectfully and why this is important in a diverse society.	Perspective, belief, opinion, respectful disagreement	British values Tolerance, Respect	Identity, stereotypes, empathy; Year 7 lessons on British values and democracy	I can describe a respectful way to disagree and why it's important.	A friend says something you do not agree with. Why is asking questions a healthy and mature response? 1. It helps you prove they are wrong. 2. It helps you better understand their reasons and ideas. 3. It lets you avoid listening to them. 4. It changes their opinion immediately.	Thinking back to Irfan, which outcomes below are most likely to be beneficial and which are most likely to damage their friendship? 1. Ifan insists on not allowing the goal, his friend feels bad that they're being harsh towards the people who are new to the group. 2. Ifan's friend insists on letting the other team have the goal, Ifan lets it slide but is worried that this is going to happen every time they play.

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						3. Ifan and his friend argue about who is right and decide to stop speaking to one another. 4. Ifan suggests that they allow the goal this time, but they'll explain the rules and next time they play they'll take the rules more seriously. His friend agrees this seems fair. Stretch: How will you handle disagreements in the future and why?
Lesson 7 (Week 7) To understand what makes a community inclusive and how we can all contribute to belonging and support.	Inclusion, diversity, community, support	Celebrating diversity and equality Respect, Tolerance	Community from Year 7; Values, Identity from this half term	I can list features of an inclusive community and give ways to promote belonging.	What is the best explanation of being an ally? 1. Agreeing with everyone all the time and never causing conflict. 2. Supporting and including others, especially when they are being left out or treated unfairly.	Design a slogan, poster or write a speech for an inclusive school campaign. Include two actions students can take to make the school more inclusive. Stretch: Explain allyship and give examples

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					3. Having lots of friends and being popular. 4. Speaking for other people without asking them.	
Lesson 8 (Week 8) Title: Firework and Bonfire Safety Learning Intention: To learn about the tradition of Bonfire Night and how to stay safe around fireworks and bonfires.	Fireworks, bonfire, safety, Guy Fawkes, tradition	Staying safe offline Respect, Responsibility	Halloween peer pressure risk taking	I can explain the history of Bonfire Night and give key rules for firework safety.	You are at a Bonfire Night event with friends. Which action is the best? 1. Standing close to the fireworks to get a better view. 2. Picking up fireworks that do not go off to help out and tidy up. 3. Running around the bonfire area to have fun and burn off energy. 4. Staying behind safety barriers and following the instructions of adults in charge.	Write a firework safety code poster for Year 7 students with at least 4 safety rules.