

Learning Intention	Vocab	Concept And British Value	Retrieval to prior learning	Success Criteria	Hinge Question	Red Zone
<u>Week 1</u> <u>What is PSHE and Why Does it Matter?</u> To understand what PSHE is, why it matters, and how last year's learning links to new challenges in Year 9.	PSHE, responsibility, personal development, citizenship	Life beyond school Respect, Individual Liberty	Year 8 topics on diversity, inclusion, equality, British values.	I can explain what PSHE is, why it is important at secondary school and how it links to my future.	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 friend says you may as well skip PSHE lessons because they are a waste of time. Write how you could respond to your friend explaining why PSHE is important and how it can help teenagers make better choices. Give at least 2 examples. Stretch: PSHE not only helps you as a teen, it has longer term benefits too. Explain how PSHE could help you as an adult.
<u>Week 2</u> <u>British Values in Context</u>	Democracy, Rule of Law, Respect, Tolerance,	Rights, responsibilities and British values	Year 8 equality, community, and respecting beliefs.	I can define the 5 British Values and explain how they	Which situation best demonstrates British Values being followed in a school?	Write a short guide for a new student explaining what the British Values are and why they matter.

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To explore the 5 Fundamental British Values and why they are important in our society.	Individual Liberty	All		apply in school and community life.	1. A student refuses to listen to other people's opinions because they think only their view matters. 2. A group of students decide to ignore a school rule because they do not agree with it. 3. A student only works with people who are similar to them and excludes others. 4. A student respectfully shares their opinion in a class discussion, listens to different viewpoints, and follows school rules even when they disagree with them.	Stretch: Imagine Keighley had no laws for 1 weekend. Write a short story about what could happen.
<u>Week 3</u> <u>Extremism and Conspiracy Theories</u> To understand how extremist ideas	Extremism, radicalisation, prejudice, tolerance	Staying safe online and offline Tolerance, Rule of Law	Year 8 stereotypes, prejudice and discrimination lessons.	I can explain how extremist groups try to influence people and how British	Which example is most likely to be considered extremism? 1. A student strongly disagrees with a	Write a short guide for a younger student explaining what extremism is and how British Values protect us from hate and harm.

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spread and how British Values protect against hate, including conspiracy theories	Conspiracy theories			Values can prevent hate.	government decision and writes a letter explaining their views. 2. A person encourages others to hate or harm people because of their religion, race, or beliefs. 3. A student joins a peaceful protest about an issue they care about. 4. A group of friends debate different political ideas respectfully.	<i>Extremism is... One example is...Some people might be drawn to this because...Extremism is dangerous because... British Values protect...</i> Stretch: Why do you think young people are sometimes drawn to extremist ideas?
<u>Week 4</u> <u>Knife Crime (Part 1)</u> To explore the potential consequences of carrying a knife and understand how young people can make safe choices.	Knife crime, peer pressure, consequence, choice	Staying safe offline Rule of Law, Respect	Year 8 on rights, equality and fairness.	I can describe why carrying a knife is dangerous and explain alternatives to carrying one.	Which of the following is true about carrying a knife? 1. A person may face serious legal consequences for carrying a knife, even if they do not use it. 2. Carrying a knife is legal as long as it is for self-defence.	1. What are the reasons that someone may carry a knife? 2. What can the consequences be of carrying a knife? 3. What do you think someone who wants to carry a knife needs to know?

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					3. There are no legal consequences if the knife stays hidden. 4. Only adults can get into trouble for carrying a knife.	Stretch: Identify 2 ways to feel safe other than carrying a weapon
Week 5 Knife Crime (Part 2) To explain and challenge the reasons why some young people may carry knives and learn strategies to live knife-free.	Risk, gang, protection, influence	Staying safe offline Rule of Law, Respect	Lesson 4 on knife crime; Year 8 peer influence and inclusion.	I can challenge myths about knife crime and suggest safe, positive choices.	Someone starts shouting at you outside school and wants an argument. What is the best thing to do? 1. Shout back so they know you're not afraid. 2. Get your friends involved to back you up. 3. Stay calm, use a low voice, and walk away from the situation. 4. Record the argument and post it online.	Write a diary entry from the perspective of someone who has been involved in a knife crime attack. You can be the family who has lost a loved one, or the person in prison who has killed someone and is now going to be knife free. How is the character feeling about the crime? What are they doing to refocus their attention? What are they looking forward to in the future? Do they face any challenges (either from themselves or from peers) and how do they overcome these? Stretch: Add one piece of advice your character would give

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						to other young people to help them avoid knife crime.
Week 6 Role Models LI: Understand how role models influence us and how positive examples help us to stay safe.	Role models Influence Positive masculinity Positive femininity	Rights, responsibilities and BV Respect	Friendships Self esteem Values Identity	I can describe how role models shape behaviour and explain how positive role models help people stay knife-free. Explore how expectations about being a boy or a girl can shape choices, but everyone can show positive behaviours.	Which person is acting as a positive role model? 1. Someone who encourages others to carry a knife to gain respect. 2. Someone who spreads rumours and pressures others to fit in. 3. Someone who says boys should never show emotions or ask for help. 4. Someone who treats others with respect, makes safe choices, and encourages friends to stay away from violence.	What made Dean see James as a role model? What characteristics of being a strong role model is Dean now showing? When do you think the turning point was for Dean's life? Why? What benefits might Dean experience from being a role model to others? Stretch: Are you a role model for anyone? How could you be a better role model or set a better example?

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<u>Week 7</u> <u>Serious and Organised Crime</u> To learn how to identify, manage and avoid the risks linked with serious and organised crime	Exploitation, grooming, county lines, organised crime	Staying safe online and offline Rule of Year 8 lessons on grooming, unsafe friendships, and county lines introduction. Law, Individual Liberty	Year 8 lessons on grooming, unsafe friendships, and county lines introduction.	I can identify the risks of organised crime and explain strategies to stay safe.	What is usually the most helpful first step for someone who wants to leave organised crime? 1. Seeking support from trusted adults, support services, or positive role models who can help them stay safe and make different choices. 2. Trying to gradually distance themselves from the group on their own so they do not attract attention. 3. Focusing on getting a job or earning money elsewhere before telling anyone about their situation. 4. Cutting off all contact with the people involved immediately without	Write a short story about a teenager being pressured into organised crime. Explain how they resisted or got support. At first, I thought joining them would... I felt ...when... Then, I remembered... / I decided to... I reached out to... for help because... In the end, I realised... / I chose to... Stretch: What steps would you take if you thought a friend was getting involved in serious crime, and why?

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					seeking any advice or support.	
Week 8 Staying Safe in Public Spaces LI: To understand how to stay safe in public spaces, including travel and rail, recognise unsafe situations and take responsible action to help keep ourselves and others safe.	violence community safety bystander intervention de-escalation harassment risk assessment	Staying Safe Individual Liberty NEW STATUTORY CONTENT: violence prevention, travel safety	Personal safety Bystander Peer Pressure	Identify potential risks in public and travel situations. Explain how to respond safely to unsafe situations. Know when and how to get help for themselves or others.	The warning lights begin flashing at a level crossing. What should you do? 1. Cross quickly if you cannot see a train. 2. Wait until the train has passed, then cross. 3. Cross if your friend says it is safe. 4. Stay clear of the crossing and follow the signals/barriers.	You are travelling home with a friend after school. At the station, you notice a group of people behaving aggressively. Your friend wants to stay and watch. When you leave the station, you reach a level crossing and the warning lights begin to flash. Later, your friend suggests taking an unfamiliar shortcut because it will save ten minutes, but by now it has got dark. Explain how you would keep yourself and your friend safe throughout the journey. Stretch: Explain how peer pressure could make the safest choice more difficult.