

	<p>Learning Objectives Three-way challenge learning objectives for each session.</p>	<p>Learning activities, Differentiation + Challenge Starters, Mains Activities Plenaries / AFL Clips + Links</p>	<p>New key terminology:</p>	<p>Links to lesson: New Guidelines PSHE Association Mapping:</p>
<p>1</p>	<p>Maintaining genuine friendships and avoiding toxic ones</p> <p>Learning outcomes:</p> <p>Challenge: Correctly identify ways we can develop genuine friendships.</p> <p>More challenging: Describe how it can be difficult to always be a good friend.</p>	<p>Starter: students read case study on PowerPoint.</p> <p>Challenge: How might Carly be feeling now?</p> <p>More challenging: What should Carly do now?</p> <p>Mega Challenging: Why are Kerri and Charmaine doing this?</p> <p>Be prepared to feedback your answers to the class.</p> <p>Task one: differentiated questions from watching video clip. See worksheet in lesson folder.</p>	<p>Frenemies: People that pretend to be your friend, but don't act the way genuine friends do.</p> <p>Toxic Friendship Groups: a group of friends you may not like, want to be with or who even like you, but you are</p>	<p>Individual lesson folder: https://www.teachers.com/teaching-resource/friendships-bullying-11704082</p> <p>Year 7 Folder: https://www.teachers.com/teaching-</p>

	<p>Mega challenge: Explain the difference between genuine friendships and toxic friendships.</p>	<p>Task two: students play friendship board game (see folder for board game and instructions. Teacher will need to print out cards and cut out cards before students play). Students review board game, answering questions at their challenge level:</p> <p>Challenge: Describe the dilemma you found the most difficult and explain why.</p> <p>More challenging: Who did you have to put first in these situations and why? Was this always the case?</p> <p>Mega challenge: How true is this statement: 'it is always easy to be a good friend'? Analyse using examples from the game.</p> <p>Task three: students write a response to Carly's text, according to their challenge level:</p> <p>Challenge: Write a text in response to Carly.</p> <p>More challenging: You let Carly come round. What are you going to say to her? Why?</p> <p>Mega Challenging: Write a paragraph explaining the difference between a genuine and a toxic friendship.</p> <p>Plenary:</p> <p>Challenge: Describe three things a frenemy in a toxic friendship group might do.</p> <p>More challenging: Explain two things your partner has learned today about genuine and toxic friendships.</p>	<p>scared about what could happen if you try to leave the group.</p> <p>Genuine friendships: These last for years as they are based on mutual respect and are people who make each other feel good about themselves.</p>	<p>resource/pshe-year-7-pshe-bundle-11561012</p> <p>KS3 Folder https://www.teaching-resource.com/pshe-complete-ks3-pshe-11897912</p> <p>New PSHE Association Mapping: KS3 H2 KS3 H4 KS3 R28</p>
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		Mega challenging: Explain three things you have learned today using all three of the lesson's key terms.		
2	<p>Families - what are the different types and does it matter what kind of family I have?</p> <p>Learning outcomes:</p> <p>Challenge: Identify the different types of family and the roles of family members.</p> <p>More challenging: Describe the changes in family roles since the 1950s</p> <p>Mega challenge: Explain why roles have changed and why</p>	<p>Starter: students write on Post-It notes</p> <p>Challenge: Write down on your Post-It one word that comes to mind when you think of your family. Put it on the board.</p> <p>More challenging: Look at the board and choose a different person's post it. Does this word apply to your family? Explain.</p> <p>Mega challenge: Analyse why the more challenging task has been set. What might be the message of today's lesson?</p> <p>Task one: (from reading the table on the handout):</p> <p>Challenge: In pairs, decide whether the statements are talking about a male carer (usually a dad/grandad/uncle/brother), a female carer (usually a mom/nan/aunt/sister) or both.</p> <p>More challenging: Explain your decision for each choice. Think of three more for a partner to add.</p> <p>Mega challenge: Which statements do you think would change if it was the 1950s? What has caused this change in attitudes and which is the right way of things in your opinion? Explain.</p> <p>Main task: students create a classroom display on The Family using the information booklet</p>	<p>Family - A group of close people, usually related, who choose to live together as a unit. There are many different types of family.</p>	<p>Individual lesson folder: https://www.teaching-resource.com/teaching-resource/family-relationships-types-pshe-11722866</p> <p>Year 7 Folder: https://www.teaching-resource.com/pshe-year-7-pshe-bundle-11561012</p> <p>KS3 Folder https://www.teaching-resource.com/pshe-</p>

	<p>we need to learn about different types of families.</p>	<p>Challenge: Your display piece must include information on - three different types of family and male/female roles today.</p> <p>More challenging: Your display piece must include detailed information on five different family types and how male/female roles have changed over time.</p> <p>Mega challenge: Your display piece must include detailed information on seven different family types and why the role of the family has changed over time, citing three different factors affecting change.</p> <p>Plenary</p> <p>Challenge: On your new Post-It, write down the most important thing you think young people should know about modern families.</p> <p>More challenging: On your new Post-It, write down the most important thing you think young people should know about modern families and why.</p> <p>Mega challenge: On your Post-It write down a possible consequence of young people not learning about the different types of family and their modern roles.</p>		<p>complete-ks3-pshe-11897912</p> <p>New PSHE Association Mapping: KS3 H2 KS3 H4 KS3 R8 KS3 R11</p>
3	<p>Romance, love, new feelings and teen relationships</p>	<p>Starter: (students read case study on PowerPoint)</p> <p>Challenge: What do Pavel's parents mean by this?</p>	<p>Dopamine - a very powerful chemical released when you are 'in love' that makes you</p>	<p>Individual lesson folder: https://www.teaching-ks3-pshe-11897912</p>

<p>Learning outcomes:</p> <p>Challenge: Identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise.</p> <p>More challenging: Describe what the case studies should do in the difficult romantic situations as well as what is and isn't appropriate.</p> <p>Mega challenge: Explain the meanings of new terms and use them in the correct context, analysing whether romantic love even exists at all.</p>	<p>More challenging: Why are Pavel's parents worried do you think? Explain giving two possible reasons. Should they be?</p> <p>Mega challenge: Is Sophie and Pavel's relationship likely to last forever? Analyse taking into account both their ages and how they feel about each other.</p> <p>Task one Watch the clip and choose some red, amber or green challenge questions to answer (questions on PowerPoint slide)</p> <p>Main Task: 'expert vlogger' roleplay Work in pairs to complete the task using the information sheet:</p> <p>Challenge: You are an expert romance and relationships vlogger. You have been sent in video clips by 5 teenagers asking your advice. These are on your table. In pairs, create a vlog that answers all your fans questions.</p> <p>More challenging: Include the terms dopamine and infatuation.</p> <p>Mega challenge: Pick two from the set on your table but using the info sheet, create three more scenarios to test a partner.</p> <p>Task three Students create a mind map of their perfect partner.</p> <p>Challenge: Around the mind map, write down what you would expect from your perfect romantic partner. Look carefully at it. Are you all of these things, do you have all these qualities?</p>	<p>happy and excited to be around the person you fancy. It can make you also have sexual thoughts.</p> <p>Infatuation - being so in love with someone that they are all you can think about and talk about. This stage doesn't last more than a few weeks usually.</p>	<p>resource/love-dating-relationships-rse-11728329</p> <p>Year 7 Folder: https://www.teaching-resource.com/pshe-year-7-pshe-bundle-11561012</p> <p>KS3 Folder https://www.teaching-resource.com/pshe-complete-ks3-pshe-11897912</p>
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4	<p>Bullying or banter - what is and what isn't acceptable?</p> <p>Learning outcomes:</p>	<p>Starter: students read case study on PowerPoint</p> <p>Challenge: Is Ashraf's new nickname offensive? How and why?</p> <p>More Challenging: What should Ashraf do to rectify the situation? Explain.</p> <p>Mega Challenge: Would Ashraf's nickname still be offensive if he's given it himself? Analyse if this would still cause problems and why.</p>	<p>banter - a type of teasing which although usually friendly, easily turns into something</p>	<p>Individual folder: https://www.teaching-resource.com/teaching-resource/bullying-or-banter-11481192</p>

	<p>Challenge: Identify whether the situations are 'banter' or bullying.</p> <p>More challenging: Describe the consequences of 'banter' and how we can tell when banter turns to bullying.</p> <p>Mega challenge: Explain the difference between banter and bullying and why you believe each situation falls into that particular category.</p>	<p>Task one Watch the clip and choose some red, amber or green challenge questions to answer (questions on PowerPoint slide)</p> <p>Main task: case studies Students read case studies and complete the table according to their challenge level.</p> <p>Task three Students read source article as a class.</p> <p>Challenge: create a table of arguments for and against banning 'banter'.</p> <p>More challenging: Define the difference between bullying and banter.</p> <p>Mega challenge: Create a paragraph to add to the school's bullying policy about how certain types of banter will be recognised as bullying. Where will the line be drawn? What will the consequences be?</p> <p>Plenary: Your friend has missed today's lesson. Create a text or tweet summarising the three most important things you've learned about banter. You only have 140 letter characters!</p>	<p>people can take offensively.</p>	<p>Year 7 Folder: https://www.teaching-resource.com/pshe-year-7-pshe-bundle-11561012</p> <p>KS3 Folder https://www.teaching-resource.com/pshe-complete-ks3-pshe-11897912</p> <p>New PSHE Association Mapping: KS3 H2 KS3 H4 KS3 R28 KS3 R1</p>
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<p>5</p>	<p>How can we prevent online bullying?</p> <p>Learning outcomes: Challenge: Identify the different types of cyber bullying. More challenging: Describe what cyber bullying is and why people do it. Mega challenge: Analyse why the 4 Step Method to stop cyber bullying is effective.</p>	<p>Starter Challenge: What does it mean when we use the term 'trolling'? More challenging: Describe an example of how a person might 'troll'. Mega challenge: Explain what measures social media companies have in place to try to prevent trolling.</p> <p>Task one Watch the clip and complete the table (table + challenge question on PowerPoint slide)</p> <p>Main task: key terms matching activity Students match definitions to correct descriptions. Challenge question on PowerPoint slide.</p> <p>Task three Students watch the video on the 4-step method (link on PowerPoint slide). Class discussion on why the 4-step method is effective.</p> <p>Plenary Create either a rap or a poem to help other students remember the four step method or explaining why it is so effective.</p>	<p>Cyber stalking</p> <p>Harassing</p> <p>Flaming</p> <p>Website creating</p> <p>Degradation</p> <p>Humiliation</p> <p>Impersonating</p> <p>Password theft</p> <p>Use of photos and images</p>	<p>Individual lesson folder: https://www.te.s.com/teaching-resource/cyber-bullying-internet-safety-11197014</p> <p>Year 7 Folder: https://www.te.s.com/teaching-resource/pshe-year-7-pshe-bundle-11561012</p> <p>KS3 Folder https://www.te.s.com/teaching-resource/pshe-</p>
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				complete-ks3-pshe-11897912 New PSHE Association Mapping: KS3 R28 KS3 R1 KS3 R27
6	<p>How can we keep safe and positive relationships?</p> <p>Learning outcomes:</p> <p>Challenge: Describe some ways of avoiding dangerous relationships and maintaining positive ones.</p>	<p>Starter (using info on handouts)</p> <p>Challenge: Circle the relationships you think could be dangerous.</p> <p>More challenging: Explain why you think this.</p> <p>Mega challenge: Hypothesise what could happen if the relationship was allowed to carry on.</p> <p>Task one (using video clip on PowerPoint)</p> <p>Students watch video clip and complete table. Challenge questions available on PowerPoint slide.</p>	<p>Cyber bully- a person of any age who harasses you online.</p> <p>Paedophile - an older person who has sexual feelings towards children</p> <p>Domestic abuse - unwanted harassment,</p>	<p>Individual Folder:</p> <p>https://www.teaching-resource.com/teaching-resource/safe-healthy-relationships-rse-1191885</p> <p>Year 7 Folder:</p>

	<p>More challenging: Explain ways dangerous people seek out the vulnerable and how not to fall for their traps.</p> <p>Mega challenge: Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked.</p>	<p>Main task Using the sheets provided, students work in groups to create a written sheet of advice for each case study. Extension task available on PowerPoint slide.</p> <p>Plenary Challenge: Write down one new thing the person next to you has learned today. More challenging: Explain why what your partner has learned is important. Mega challenge: Write a paragraph summarising what you have learned today which contains all of today's key terms used in the correct context.</p>	<p>physical contact or constant shouting at a partner or family member to make them feel bad.</p>	<p>https://www.teaching-resource.com/pshe-year-7-pshe-bundle-11561012</p> <p>KS3 Folder https://www.teaching-resource.com/pshe-complete-ks3-pshe-11897912</p> <p>New PSHE Association Mapping: KS3 H5 KS3 R35</p>
7	<p>What does it mean to be a British Citizen? Researching and presenting our multiple personal</p>	<p>Starter Students read the scenario on the PowerPoint slide and write down their ideas. Teacher takes some ideas before revealing answer. Class discussion on where grandparents come from.</p>	<p>Migration Identity</p>	<p>Individual lesson folder:</p>

<p>identities.</p> <p>Learning outcomes:</p> <p>Challenge: Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today.</p> <p>More challenging: Explore and explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form Britain today.</p> <p>Mega challenge: Research and analyse our multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today.</p>	<p>Task one</p> <p>Students arrange information in correct order. Then students answer questions at their challenge level:</p> <p>Challenge: Describe three reasons why people have migrated to Britain in the last thousand years.</p> <p>More challenging: Explain which of the groups you believe have had the biggest impact on modern British culture. Why is this?</p> <p>Mega challenge: Analyse why some people are anti-immigration. Is there much validity to their arguments? Explain.</p> <p>Task Two</p> <p>Students watch video clips and complete the table (in lesson folder).</p> <p>Plenary</p> <p>Write down 3 things the person next to you has learned about Britain's diverse history.</p>	<p>Citizen</p> <p>British</p>	<p>https://www.teaching-resource.com/britis-h-values-identity-11358735</p> <p>Year 7 Folder: https://www.teaching-resource.com/pshe-year-7-pshe-bundle-11561012</p> <p>KS3 Folder https://www.teaching-resource.com/pshe-complete-ks3-pshe-11897912</p>
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				New PSHE Association Mapping: KS3 L3 KS3 L7
8	<p>What is online radicalisation and why is it a problem?</p> <p>Learning outcomes:</p> <p>Challenge: Identify the different types of radical groups.</p> <p>More challenging: Describe how a group may try and radicalise someone.</p> <p>Mega challenge: Explain why online radicalisation is a problem.</p>	<p>Starter</p> <p>Challenge: Describe how you think groups like ISIS recruit new members.</p> <p>More challenging: ISIS are currently losing territory - why is this?</p> <p>Mega challenge: why are many Muslims all over the world angry that this group call themselves 'Islamic State'?</p> <p>Task one</p> <p>Students watch video clips (links on PowerPoint slide) and complete challenge. Extension challenge available on PowerPoint slide. Class discussion on the key terms 'propaganda' and 'grooming'.</p> <p>Task two</p> <p>Students discuss the two photos (on PowerPoint slide), answering the prompt questions (can be done in books or as discussion task).</p>	<p>Radicalisation</p> <p>Propaganda</p> <p>Grooming</p> <p>Rallies</p> <p>Awareness</p>	<p>Individual lesson folder: https://www.teaching-resource/terrorism-11197018</p> <p>Year 7 Folder: https://www.teaching-resource/pshe-year-7-pshe-bundle-11561012</p> <p>KS3 Folder</p>

		<p>Task three Students match the statements to the correct groups. Using the next slide on the PowerPoint, students discuss why these groups use the internet to recruit members.</p> <p>Plenary I think online radicalisation is a problem because..... The type of groups which use online radicalisation are..... The reason they use the internet to radicalise is..... We can protect ourselves by.....</p>	<p>https://www.tes.com/teaching-resource/pshe-complete-ks3-pshe-11897912</p> <p>New PSHE Association Mapping: KS3 R27 KS3 R35 KS3 L3 KS3 L7</p>
	<p>Assessment - optional depending on the systems used in your school. Options given here are just suggested ones that have been created to help assess the new PSHE Association topics but also have a heavy focus on literacy.</p>	<p>There are many ways of assessing in PSHE. This booklet allows you to focus on mastery levels or literacy or skills (based on both Bloom's Taxonomy and the general requirements for extensive writing subjects in GCSE with the 9-1 grades).</p> <p>Free download: https://www.tes.com/teaching-resource/assessing-pshe-12111638</p> <p>The booklet offers students a variety of long and short tasks to complete, with the options of either peer or teacher assessment. It includes all guidance on how to mark with two easy mark-schemes. Pick and mix parts as you see fit for your class and amend the documents to focus on this PSHE Topic.</p>	