

Key - PSHE Strand	Living in the wider world	Health and Wellbeing	Relationships, Sex Education	Religious Education	External	Formative Assessment
						<p>The following applies to every topic for each year group. Entrance ticket to be completed start of lesson 1. Exit ticket 1 to be completed end of lesson 6.</p> <p>All tickets should be stuck into students PSHE books and tickets marked every two weeks as per school policy. You should use tickets to formatively assess students learning and development through the topic as well as setting MAD time after each ticket to address any misconceptions or areas in knowledge.</p>

Yr7	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assessment Summative
<p>Understanding myself - Half Term 1</p> <p>Targetting key regional Health Concerns around mental health hospital admissions</p>	Introduction to PSHE at Baulthamley	Building resilience and wellbeing (H2)	How are you unique? (H1)	How does social media make you feel about yourself? (H3)	How do you look after your mental health? (H6,H7)	Responding to setbacks (H9)	<p>Summative assessment: Present   Extend   Debate</p> <p><b>Present task</b> - Students are required to work in small groups to create a poster presentation based around the topic they have covered through the half term 'Understanding Myself'. Students to be put into these groups at the start of the topic and should spend 10 - 15 mins each lesson working on their presentation. Presentations (On A3 paper) should be no longer than 5 mins and should be presented in week 7. Live marking can be completed for each student during presentation based on the assessment criteria which can be found on the assessment brief, which provides details of what we are looking for in each presentation. Feedback sheets to be clued in books, along side this assessment brief.</p>
<p>Staying healthy and safe - Half Term 2</p> <p>Targetting key regional concerns around obesity, substance misuses, alcohol and injuries in young people</p>	Being independent (H10)	Personal hygiene (H19,H20)	Legal and illegal substances (H24,25)	Reducing risks (H27)	A balanced lifestyle (H13)	Healthy food choices (H17, H18)	
<p>British values and debate - Half Term 3</p>	Respect	Rule of law	Democracy	Individual liberty	Debate	Debate	<p>Summative assessment: Present   Extend   Debate</p> <p><b>Class Debate Task</b> - Students will be required to take part in a class debate which the teacher will facilitate. Students will be told that the end goal of the topic is to take part in a class debate where they will have to debate with classmates regarding chosen question. Students to be told the question and spend 10 mins each lesson of the topic thinking about their personal position, and why that is creating an argument in a concise, professional and articulate manner. At the start of the lesson the debate will be split into 3 sides, agree, disagree and on the fence. The students will then try to argue their point depending on position. At the end of the lesson the teacher will pick the side they think has argued their point the best in a concise, professional and articulate manner. Live marking can be completed for each student during the debate based on assessment criteria, which will be completed on feedback sheets to be clued in books. Debate to take place in week 7. Further details of assessment can be found on the assessment brief. Question ' Britain in a country which is built on democracy and individual liberty. Do you agree or disagree with the use of democracy and individual liberty in Britain in 2020'</p>
<p>Religious education - Half Term 4</p>	Daily practices of different religions	Beliefs about men and women	Religious texts	Religion in the local area	Early religion	Religious festivals	
<p>Growing Up - Half Term 5</p>	Managing puberty (H34)	Managing change (H34)	Different families (R1)	Abusive behaviours - Racism (R38)	Bullying (R38)	Digital footprint (L20)	
<p>Relationships - Half Term 6</p>	Healthy relationships (R2)	Different types of relationships Culture (R3)	Safe relationships (R10)	Online relationships (R7)	Teamwork (R15)	Leadership (R14)	<p>Summative assessment: Present   Extend   Debate</p> <p><b>Extended Piece of Writing task</b> - students are required to complete an extended piece of writing worth 6 marks (Mark scheme created for you) Students will complete this task individually in their books, which will be marked using extended writing feedback sheets to be clued in books along side student response. Students to be told the question at the start of the topic so they are aware what they are working towards. Question: 'Describe why teamwork is an effective skill to have in a healthy and safe relationship, and provide examples of when you have used teamwork in your own relationships. To be completed week 6. Further details of assessment can be found on the assessment brief.</p>

Yr8	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assessment Summative
<p>Relationships - Half Term 1</p> <p>Moved across from end of year 7 for building up on curriculum</p>	Healthy relationships (R2)	Different types of relationships Culture (R3)	Safe relationships (R10)	Online relationships (R7)	Teamwork (R15)	Leadership (R14)	<p>Summative assessment: Present   Extend   Debate</p> <p><b>Extended Piece of Writing task</b> - students are required to complete an extended piece of writing worth 6 marks (Mark scheme created for you) Students will complete this task individually in their books, which will be marked using extended writing feedback sheets to be clued in books along side student response. Students to be told the question at the start of the topic so they are aware what they are working towards. Question: 'Describe why teamwork is an effective skill in a healthy and safe relationship, and provide examples of when you have used teamwork in your own relationships. To be completed week 7. Further details of assessment can be found on the assessment brief.</p>
<p>Unhealthy lifestyles - Half Term 2</p> <p>Targetting key regional concerns around substance misuses, alcohol, smoking and illegal and illegal substances</p>	Legal and illegal substances (H26)	Alcohol (H24,H25,H26)	Nicotine and vaping (H26)	Risks and consequences of substance misuse (H27)	Gaming and inactivity (H15, H16)	county lines (H28)	

Relationships - Half Term 1	Similarities, differences and diversity (R3)	Varities of Relationships (R14)	Sex, gender, identity and sexual orientation (R4)	Sex, gender, identity and sexual orientation (R4)	Love and sexual relationships (R18)	Intimacy and (R37)	Assessment Summative
<p>Future year 8</p>							<p>Summative assessment: Present   Extend   Debate</p> <p><b>Extended Piece of Writing task</b> - students are required to complete an extended piece of writing worth 6 marks (Mark scheme created for you) Students will complete this task individually in their books, which will be marked using extended writing feedback sheets to be clued in books along side student response. Students to be told the question at the start of the topic so they are aware what they are working towards. Question: 'Describe what the word consent means to you and explain why consent is important in a loving relationship?' To be completed week 6. Further details of assessment can be found on the assessment brief.</p>

Careers education and Finance - Half Term 3 Targetting key regional concerns around attainment 8 scores, low income families and young people not in training, education or employment	Dreams and Aspirations (L5, L12)	Careers of the future (L8,L11)	Part time jobs (L12)	wants and needs - Financial Risk (L15)	Managing Finance (L17, L18)	Pay and Salary (L17, L18)	<p><b>Summative assessment: Present   Extend   Debate</b></p> <p><b>Class Debate Task</b> - Students will be required to take part in a class debate which the teacher will facilitate.</p> <p>Students will be told that the end goal of the topic is to take part in a class debate where they will have to debate with classmates regarding chosen question.</p> <p>Students to be told the question and spend 10 mins each lesson of the topic thinking about their personal position, and why that is creating an argument in a concise, professional and articulate manner.</p> <p>At the start of the lesson the debate will be split into 3 sides, agree, disagree and on the fence. The students will then try to argue their point depending on position. At the end of the lesson the teacher will pick the side they think has argued their point the best in a concise, professional and articulate manner.</p> <p>Live marking can be completed for each student during the debate based on assessment criteria, which will be completed on feedback sheets to be clued in books.</p> <p>Debate to take place in two form time slots the last week of term. Further details of assessment can be found on the assessment brief.</p> <p>Question ' Money outweighs job satisfaction as the biggest motivator as the main reason for peoples career choices. Do you agree or disagree with this statement'</p>
Religious education - Half Term 4	Life after death	Key religious leaders	Media controversies	Sociological views	Philosophy- what is it?	Theology - What is it?	
Healthy Lifestyles - Half Term 5 Targetting key regional Health Concerns around mental health hospital admissions and Obesity/diet	Negative opinions and comments (H4)	Physical activity and physical wellbeing (H14)	Physical activity and mental health (H14)	Healthy coping strategies (H10)	Healthy eating choices (H17, H18)	FGM (H22)	<p><b>Summative assessment: Present   Extend   Debate</b></p> <p><b>Present task</b> - Students are required to work in small groups to create a poster presentation based around the topic they have covered through the half term 'What makes up a healthy active lifestyle'.</p> <p>Students to be put into these groups at the start of the topic and should spend 10 each lesson working on the presentation. Presentations should be no longer than 5 mins and should be presented in week 7.</p> <p>Live marking can be completed for each student during presentation based on assessment criteria, which will be completed on feedback sheet to be clued in books. Further details of assessment can be found on the assessment brief.</p>
Evolving relationships - Half Term 6 Targetting regional concerns of teenage pregnancy	Risks of unprotected sex (R33)	The law and sex (R25)	Consent (R24,25,26)	Sexual images and risks (R29,R30)	First aid	First aid	

Y9	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Assessment Summative
Healthy Lifestyles - Half Term 1 Moved across from end of year 8 for Building on curriculum Targetting key regional Health Concerns around mental health hospital admissions and Obesity/diet	Negative Emotions (H4)	Physical activity and physical wellbeing (H14)	Physical activity and mental health (H14)	Different Types of Mental Health conditions and healthy coping strategies (H10)	Healthy eating choices (H17, H18)	FGM (H22)	<p><b>Summative assessment: Present   Extend   Debate</b></p> <p><b>Present task</b> - Students are required to work in small groups to create a poster presentation based around the topic they have covered through the half term 'What makes up a healthy active lifestyle'.</p> <p>Students to be put into these groups at the start of the topic and should spend 10 each lesson working on their presentation. Presentations should be no longer than 5 mins and should be presented in week 7.</p> <p>Live marking can be completed for each student during presentation based on assessment criteria, which will be completed on feedback sheet to be clued in books. Further details of assessment can be found on the assessment brief.</p>
Work experience - Half Term 2 Targetting key regional concerns around low income families and young people not in training, education or employment	Professional, practical and Vocational jobs (L11)	Professional skills audit (L2,L3,L4)	Interview techniques: First impression, eye contact and body language (L4)	Interview techniques: speaking and listening (L4)	CV and personal statment writing (L4)	Presentation skills (L4)	<p><b>Summative assessment: Present   Extend   Debate</b></p> <p><b>Debate -</b></p>
GCSE preparation and Media Literacy - Half Term 3 Targetting key regional concerns around attainment 8 scores, young people not in training, education or employment, aspirations and mental health links to social media	Favourite subjects and KS4 subjects (L7)	Port 16 - sixth form, college or apprenticeships (L8)	Universities (L8)	Social Media (L21)	Positive and Negative aspects of Social Media (L22,L24)	Digital Footprint (L20)	
Religious Education - Half Term 4	Religion and citizenship	science, Arts and philosophy	science, Arts and philosophy	science, Arts and philosophy	morality and ethics	morality and ethics	
Taking responsibility for health - Half Term 5 Targetting key regional concerns around mental health, teeth loss, obesity/exercises and vaccinations	Importance of sleep (H13)	Unhealthy coping strategies (H11)	Helping others with their mental health (H12)	Benefits of exercises on mental health (H14)	The dentist (H19, H20)	Vaccinations and self examinations (H19, H20)	

Future year 9 - Understanding risk - Half Term Targetting key regional concerns around substance misuses, leagal and illegal substances in more depth and teenage pregnancy Future year 9 topic	Drugs, Alcohol and tobacco and the law (H20, H28)	Positives and negatives of drugs (H23)	Legal drugs and antibiotics (H23)	Addictio n and gambling (H25, H32)	Legal high/Trancriptic 2c, H27, H30 (H35)	<p><b>Summative assessment: Present   Extend   Debate</b></p> <p><b>Class Debate Task</b> - students will be required to take part in a class debate which the teacher will facilitate.</p> <p>Students will be told that the end goal of the topic is to take part in a class debate where they will have to debate with classmates regarding chosen question.</p> <p>Students to be told the question and spend 10 mins each lesson of the topic thinking about their personal position, and why that is creating an argument in a concise, professional and articulate manner.</p> <p>At the start of the lesson the debate will be split into 3 sides agree, disagree and on the fence. The students will then try to argue their point depending on position. At the end of the lesson t he teacher will pick the side they think has argued their point the best in a concise, professional and articulate manner.</p> <p>Live marking can be completed for each student during the debate based on assessment criteria, which will be completed on feedback sheets to be clued in books.</p> <p>Debate to take place in week 7.</p> <p>Question ' Tobacco, Alcohol and legal highs are legal but contain extremely addictive substances. Do you think they should be made illegal or harsher restrictions put in place or be left legal?'</p>
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Being a responsible adult - Half Term 6 Targeting key concerns based on the youth justice system, injuries in young people, mental health	Trust in relationships (R10)	Marriage (R6)	Sex in the media (R8)	pornography (R8)	The youth Justice System (R45,R46,R47)	Gangs (R45,R46,R47)	<p><b>Summative assessment: Present   Extend   Debate</b></p> <p><b>Extended Piece of Writing task</b> - students are required to complete an extend piece of writing worth 6 marks (Mark scheme created for you)</p> <p>Students will complete this task individually in their books, which will be marked using extended writing feedback sheets to be included in books along side student response.</p> <p>Students to be told the question at the start of the topic so they are aware what they are working towards.</p> <p>Question: 'Do you think Pornography and the media portrays unrealistic expectations of romantic relationships, trust and marriage? compare and contrast opposing points of view.'</p> <p>To be completed week 7. Further details of assessment can be found on the assessment brief.</p>
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Yr 10	lesson 1	lesson 2	lesson 3	lesson 4	lesson 5	lesson 6	Assessment Summative
Mental health - Half Term 1 Targeting key regional concerns around mental health and self harm	Self confidence and achievement (H2)	Daily actions that affect mental health (H4,H5)	How to provide basic support/coping strategies depression and anxiety (H6)	Change (H7)	Characteristics of healthy relationships (R1)	Warning signs (H8)	<p><b>Summative assessment: Present   Extend   Debate</b></p> <p><b>Present task</b> - Students are required to work in small groups to create a poster presentation based around the topic they have covered through the half term 'Mental Health - What is it, how can it affect people and what strategies can be used to deal with mental health?'. Students to be put into these groups at the start of the topic and should spend 10 each lesson working on their presentation. Presentations should be no longer than 5 mins and should be presented in week 7.</p> <p>Live marking can be completed for each student during presentation based on assessment criteria, which will be completed on feedback sheet to be clued in books. Further details of assessment can be found on the assessment brief.</p>

Physical Health - Half Term 2 Targeting key regional concerns around healthy life styles, STIs, teenage pregnancy and hospital admissions due to substance abuse	Choice regarding sleep, diet and exercise (H11)	Choice regarding sleep, diet and exercise (H11)	STIs (H27,H28)	Unplanned pregnancy (H31)	Screening (H14)	Consequences of substance misuse (H19,H20)	
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Religious Education - Being a good member of society - debate - Half Term 3	Families	War	Animal testing	Period poverty	Prison sentences - right or wrong?	Conscription	<p><b>Summative assessment: Present   Extend   Debate</b></p> <p><b>Class Debate Task</b> - students will be required to take part in a class debate which the teacher will facilitate.</p> <p>Students will be told that the end goal of the topic is to take part in a class debate where they will have to debate with classmates regarding chosen question.</p> <p>Students to be told the question and spend 10 mins each lesson of the topic thinking about their personal position, and why that is creating an argument in a concise, professional and articulate manner.</p> <p>At the start of the lesson the debate will be split into 3 sides - agree, disagree and on the fence. The students will then try to argue their point depending on position. At the end of the lesson the teacher will pick the side they think has argued their point the best in a concise, professional and articulate manner.</p> <p>Live marking can be completed for each student during the debate based on assessment criteria, which will be completed on feedback sheets to be clued in books.</p> <p>Debate to take place in last week of half term in form time.</p> <p>Question ' Religion has a place in modern day society to guide people decision on topics such as war, animal testing and families. Do you agree or disagree ?'</p>
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Knowing Myself - Half Term 4 Targeting regional concerns around mental health and self harm admissions into hospital	Strengths and Weakness (H1)	Media and body image (H3)	Decisions which affect health and wellbeing (H13)	Challenging mental health stigma (All areas)	Factors of Unhealthy Relationships (R2)	Managing Strong Emotions (R11)	
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Strength of character - Half Term 5 Targeting regional concerns around mental health, self harm admissions into hospital, and wanting cosmetic procedures	Media's influence on body image (H3)	Building resilience (H4)	Personal safety (H22)	Equality act 2010 (R5)	Spending time online (H12)	Cosmetic Procedures (H17)	<p><b>Summative assessment: Present   Extend   Debate</b></p> <p><b>Extended Piece of Writing task</b> - students are required to complete an extend piece of writing worth 6 marks (Mark scheme created for you)</p> <p>Students will complete this task individually in their books, which will be marked using extended writing feedback sheets to be included in books along side student response.</p> <p>Students to be told the question at the start of the topic so they are aware what they are working towards.</p> <p>Question: 'To what degree do you think social media influences young people to want to have cosmetic procedures. Discuss your personal view point'</p> <p>To be completed week 6 end of lesson. Further details of assessment can be found on the assessment brief.</p>
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Sexual relationships - Half Term 6	Diversity in romantic and sexual relationships (R6)	Different types of intimacy and consequences (R12)	Readiness for sex and impact of drugs and alcohol (R20)	Online relationships and sexual images (R22)	Ending Relationships (R12)	First aid booster	
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Y11	lesson 1	lesson 2	lesson 3	lesson 4	lesson 5	lesson 6	Assessment Summative
Your next steps - Half Term 1 Targeting key regional concerns around low income families and young people not in training, education or employment and aspirations	Colleges and university (L4)	Apprenticeships and minimum wage (L21)	Applications and CVs	Employment (L8)	University and student loans (L16,L17,L18)	World of work (All of work and Career)	

<p>Sexual activity and substance misuse - Half Term 2 Targetting regional concerns around smoking while pregnant and breast feeding</p>	<p>Pleasure in intimate relationships (R28)</p>	<p>Healthy pregnancy (H10)</p>	<p>Miscarriage and support (H32)</p>	<p>Sexual health barriers (H20)</p>	<p>Support for unhealthy behaviours (R21)</p>	<p>Wider risks of substance misuse (H20)</p>	<p><b>Summative assessment: Present   Extend   Debate</b> <b>Extended Piece of Writing task</b> - students are required to complete an extended piece of writing worth 6 marks (Mark scheme created for you)  Students will complete this task individually in their books, which will be marked using extended writing feedback sheets to be cluded in books along side studnet response.  Studnets to be told the question at the start of the topic so they are aware what they are working towards.  Question: 'Describe what a healthy pregnancy typically would look like and explain some of the risk factors which could lead to an unhealthy pregnancy'  To be completed week 7. Further details of assessment can be found on the assessment brief.</p>
<p>Religious Education Choice - debate - Half Term 3</p>	<p>Abortion</p>	<p>Euthanasia</p>	<p>Contraception and faith</p>	<p>Legal highs</p>	<p>Immigration</p>	<p>first aid booster</p>	<p><b>Summative assessment: Present   Extend   Debate</b> <b>Class Debate Task</b> - students will be required to take part in a class debate which the teacher will facilitate.  Studnets will be told that the end goal of the topic is to take part in a class debate where they will have to deabte with classmates regarding chosen question. Students to be told the question and spend 10 mins each lesson of the topic thinking about their personal postion, and why that is creating an argument in a concise, professional and articulate manor. At the start of the lesson the dabte will be split into 3 sides ,agree, disagree and on the fence. The students will then try to argue their point depeding on postion. At the end of the lesson t he teacher will pick the side they think has argued their point the best in a concise, professional and articulate manor.  Live marking can be completed for each student during the debate based on assessment criteria, which will be completed on feedback sheets to be clued in books.  Debate to take place in last week of half term in form time.  Question ' Religion has a place in moderen day society to gide people decision on topics such as Abortion, Euthanasia and contraception. Do you agree or disagree ?'</p>
<p>Changing relationships - Half Term 4 Targetting regional concerns around using contraception and teenage pregnancy</p>	<p>Stable relationships: marriage/ civil partnerships (R4)</p>	<p>Contraception (R23)</p>	<p>Consent and readiness for sex (R21)</p>	<p>Unwanted attention (R16)</p>	<p>Managing grief (R13)</p>	<p>Choice and consequence - exam results</p>	
<p>Adult life - Half Term 5 Targetting key regional concerns around admissions to A&amp;E and how to use the NHS</p>	<p>Different Types of intimacy (H26)</p>	<p>Using the NHS (H14)</p>	<p>Blood, organ and stem cell donation (H33)</p>	<p>Warning signs or mental health concerns and treatments available (H8)</p>	<p>Assessing your own strengths and developmets (L2)</p>	<p>Managing exam stress (H6)</p>	