

PSHE - Being Me in My World

Key Stage/Year	KS3 - Robins, Woodpeckers and Ostriches
Approximate Number of Lessons and Term	6
Qualification/Exam (if applicable)	N/A
Consideration of prior learning	<p>All pupils have accessed PSHE in the last academic year as part of their tutor group. If pupils are new to school it is likely that they have missed time from education or have gaps in their PSHE knowledge.</p> <p>Day to day practice and interactions with pupils at Quorn Hall School allows for development and support of pupils' social, emotional and mental health needs. The holistic practice of the school supplements the PSHE curriculum and allows for repetition or targeted support.</p>
How will learners' knowledge, skills and understanding be checked at the start of the unit?	<p>Discussion and debate is welcomed within PSHE lessons and allows the class teacher time to informally and effectively assess pupils' understanding. The Jigsaw curriculum is a spiral curriculum design in which key concepts are presented repeatedly throughout the curriculum, but with deepening layers of complexity, or in different applications.</p>
How will learners' knowledge, skills and understanding be checked at the end of the unit?	<p>Pupils knowledge and understanding is informally assessed and evaluated at the end of every term and recorded in the pupil PSHE folder.</p> <p>This is completed via observation, work completion and pupil input to discussion. Collation of parental, pupil and class tutor feedback is also considered.</p>

Learning Outcome	Approx. No. of Lessons	Potential Activities	Behaviour/Safety/Personal Development/SMSC Opportunities
<p>I can appreciate that identities are complex and can change over time</p> <p>I can appreciate the similarities, differences and diversity of people's identities</p> <p>I understand that faith, families, communities and cultures influence identity and can start to identify the influences in my life</p>	2	<p>Class PSHE charter Repeat at the start of every lesson - set expectations and encourage pupils to view display and remind them of the need to be safe and show respect. Slide 7 - prompt discussion How important is it to have a unique identity? What do you think is most important: our uniqueness or our similarities? Are we glad to be different or wish we were the same? Physical game - "anybody who" - gather information about pupils, help them to think about their identity</p> <p>Each pupil to draw a representation of themselves on a blank piece of paper. Outline of person, words, colours or more abstract. All the things that you make you, you - brother, sister, good dancer, artist, footballer, musician, animal lover etc. Look at similarities and differences across the group. Slide 10 and slide 11 Discuss the information - ask questions from the slides and use snake example of shedding skin Core influence activity - place influences in a circle of their choosing to represent how fixed or changeable the influences are. Big question - 'Can I choose how I fit into the world?'</p>	<p>As per the PSHE lesson outcomes and activities (or can I just delete this column?)</p>

<p>I understand about collective and individual identities and cultural diversity</p> <p>I understand the influence family has on self- identity</p> <p>I can make sense of what has happened in my life and understand the influences from my own history and how they have shaped my self-identity, including those I've chosen to reject</p>	<p>2</p>	<p>Class PSHE charter Repeat at the start of every lesson - set expectations and encourage pupils to view display and remind them of the need to be safe and show respect. Who am I? Game. Act out different characters from a family and put together into a tableau "If I hadn't had...." Pupils to name a family name and something they have influenced them with. Eg. If I hadn't had my Grandad, I wouldn't love rugby</p> <p>Pupils to create a family spider diagram of family and the influences Slide 14 - Introduce the task, as highlighted on the slide. Students consider how family could affect a person's self-identity. For example: i) personality traits; ii) belief system or moral code; iii) likes and dislikes; iv) abilities; v) the things that motivate someone. Can I choose how I fit into the world?</p>	

Possible Adaptations for Higher and Lower Achievers	
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