

Edward Peake C of E VC Middle School



PSHCE Planning

Subject: PSHCE	Unit: Living in the Wider World	Term/Duration: Spring 1 / 6 Weeks	Year Group 6
<p>Environment</p> <p>Personal Identity What contributes to who we are Personal strengths Interests Setting goals Managing setbacks New opportunities and responsibilities Diversity within a society</p> <p>PoS: H25, H26, H27, H28, H29, H35, R32, L25, L26</p>		<p>Key Vocabulary: Difference, similarity, diversity, respect, tolerance, unique, sexual orientation, sexuality, lesbian, gay, bisexual, pansexual, asexual, gender identity, gender expression, biological sex, transgender, cisgender, intersex, non-binary, gender fluid, pronouns, transition, gender dysphoria, questioning, queer</p> <p>Problem-solving, creativity, listening, presenting, communication, leadership, aiming high, proactive, positive, resilience, adaptability, personality, skills, interests, personality traits, strengths</p> <p>Creativity, security, responsibilities, promotion prospects, career, job, future, work</p> <p>Aspirations, goals, goal setting, qualities, skills</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • explain what is meant by a 'diverse' society in relation to the United Kingdom • explain the meaning of gender • explain the meaning of sexuality • understand the importance of learning from experiences, even if they are negative • think about what sort person I am • recognise my worth by identifying positive things about myself and my achievements 			
<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • explain the benefits of living in a diverse society • describe what "gender stereotypes" are and how they influence us • identify how some LGBTQ+ people may be made to feel different to others • explain how to get help for myself or other people • explain different strategies I can use to build resilience and manage personal challenges and setbacks • know that self-esteem and a positive attitude towards life can help me now and in the future • talk and write about my opinions, and explain my views, on issues that affect me and society 			

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- face new challenges positively by collecting information, looking for help, making responsible choices and taking action

Some pupils will be able to:

- identify and demonstrate how they can value and celebrate diversity
- suggest ways we can all help stop people being bullied for being different
- know about the range of jobs carried out by people I know, and understand how I can develop skills to make a contribution in the future

	Learning Objectives	Content	Resources	Success Criteria
1	LO: To learn about what it means to live in a diverse society and the importance of valuing the contribution of others	<p>Re-visit Ground Rules</p> <p>Openness: <i>We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</i></p> <p>Keep the conversation in the room: <i>We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</i></p> <p>Non-judgmental approach: <i>It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</i></p> <p>Right to pass: <i>Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</i></p> <p>Make no assumptions: <i>We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</i></p> <p>Using appropriate language: <i>We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</i></p> <p>Asking questions: <i>We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</i></p> <p>Seeking help and advice: <i>If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</i></p> <p>Starter/Circle Time Games: To ensure a true picture of the pupils' current knowledge and understanding, this activity has to be completed by pupils without any prior input on what diversity is from the teacher or other adults. Pupils should work individually in their usual exercise books. This can be done as either or both drawings and writing.</p>	<p>Ask it Basket</p> <p>Premier League Primary Stars – KS2 Diversity</p> <p>A4 plain paper/flipchart paper</p> <p>Pens/pencils</p> <p>Magazines and newspapers (optional)</p> <p>Glue/sticky tape, scissors (optional)</p> <p>Recognising diversity film: https://plprimarystars.com/resources/diversity/#m-resource-447-link</p> <p>Storyboard sheet</p> <p>Diversity quiz sheet</p> <p>Diversity wordbank</p>	<p>I can explain what is meant by a 'diverse' society in relation to the United Kingdom</p> <p>I can explain the benefits of living in a diverse society</p> <p>I can identify and demonstrate how I can value and celebrate diversity</p>

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	<p>Choose some of the pupils to share their ideas. While they are speaking, record some of the ideas for use later in the session. Use this baseline assessment to gauge understanding and adapt teaching as necessary.</p> <p>Alternative delivery approach As an alternative or additional activity, pupils could cut up magazines, brochures, catalogues and newspapers, and make a montage representing what diversity means.</p> <p>Main: In this activity, pupils are asked to evidence their understanding of diversity by creating a storyboard for a short film or multi-media presentation that demonstrates diversity within their school or setting. Play the film, then discuss the questions with the class. You might want to reiterate that a group of people can be diverse in many different ways, including: age, gender, ability and disability, race, religion and belief or sexual orientation (Protected Characteristics of the Equalities Act).</p> <p><u>Activity 1: Think about diversity in your own class or school</u> Pupils work in groups of 3 or 4. Encourage the pupils to think about the people who help run the school such as teachers, PTA, governors, lunchtime staff or caretaking staff.</p> <p><u>Activity 2: Storyboard</u> Hand out the activity sheet to help pupils with their storyboarding. It might help pupils to be given a title such as, 'Diversity is one thing we all have in common'. Once the films or presentations are complete, pupils should be given the opportunity to review each other's work.</p> <p>Extension activity Once the storyboards have been produced, pupils could make these into a film. This will require additional time and resources. Once completed, a whole school showing where parents and members of the community are invited could be organised.</p> <p><u>Activity 3: Diversity quiz</u></p>	<p>Tablets</p> <p>Valuing Diversity activity sheet</p>	
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		<p>This quiz activity is designed for pupils to develop their understanding of diversity and identify ways of valuing diversity. Pupils can complete the interactive quiz as a whole class, or in pairs – provide copies of the quiz activity sheet and use the answer sheet, as required. The extra challenge activity can be given as an extension or additional activity or provided as a home-school activity.</p> <p>Plenary: As a whole class, groups or individuals, pupils reflect on other things they can do to celebrate diversity. Give out copies of the Valuing diversity activity sheet to the pupils, or provide an enlarged copy if pupils are working in groups or as a whole class. Encourage pupils to think of a different idea to making a film. Bring the class together to share their ideas.</p> <p>Pupils return to their starter activity and add to or amend their initial thoughts and ideas to demonstrate a change or consolidation of their thinking and progress over the lesson. Remind the pupils of the starter activity and give them back their original or group work. Give the pupils a short amount of time to add to or amend their work.</p>		
2	LO: To understand gender	<p>Revisit ground rules</p> <p>Starter: Go through the learning outcomes and explain that they might not know what some of them mean right now, which is fine! By the end of the lesson they should be fairly confident doing each of these things. Ask the pupils to score each learning outcome with how confident they feel with their fingers.</p> <p>1 finger = Not confident 2 fingers = slightly confident 3 fingers = fairly confident (50/50) 4 fingers = very confident 5 fingers = extremely confident</p>	<p>Ask it Basket</p> <p>Glossary</p> <p>Worksheet 1</p> <p>Worksheet 2</p> <p>METRO – KS2 Workshop on Gender – Anti-HBT Bullying</p>	<p>I can explain the meaning of gender.</p> <p>I can explain the meaning of sexuality.</p> <p>I can describe what “gender stereotypes” are and how they influence us.</p>

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	<p>This should help get an idea of where they are at the start of the session.</p> <p>Main: Baseline assessment activity</p> <p>Discussion: What is gender? Split the group up into smaller groups depending on the group size. Explain that they will work with this group throughout the workshop.</p> <p>Once they are in their groups, give them 3 -5 minutes to discuss what they think gender is and what it might mean to them. Have them write down their ideas on flipchart paper that may be revisited towards the end of the lesson. For groups that include pupils with special educational needs, ensure that an adult sits with them for their discussion and note their ideas down if writing and recording are barriers for them. This adult should not prompt or give their thoughts, they should simply facilitate a discussion and provide support with note-taking.</p> <p>Use this time to go around the group and listen to their discussions. Once time is up, hear from one person from each group before moving onto the video. Once you have heard from a few of them, play the YouTube clip below for 3:01 minutes.</p> <p>https://www.youtube.com/watch?v=nWu44AqF0iI</p> <p>After showing the short clip, ask the room what they saw and their perspective on the video.</p> <p>Some possible follow-up questions include: <i>What did they do in the experiment?</i> <i>What did they find out?</i> <i>Why do you think they did that experiment?</i> <i>What do you think the intention of the experiment was?</i> <i>What do you think it shows us about gender?</i></p> <p><u>Activity 1: Thinking about gender stereotypes</u> After having shown the pupils the YouTube clip, break them up into a task. Activity: What does society expect boys and girls to be like?</p>		<p>I can identify how some LGBTQ+ people may be made to feel different to others.</p> <p>I can suggest ways we can all help stop people being bullied for being different.</p> <p>I can explain how to get help for myself or other people.</p>
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In their groups, hand out one plain 'Genderbread Person' sheet, ask them to think about what society says a boy/girl should look like and ask them to label and draw it. There should be one sheet per group.

Get them to think about the characteristics that society says a boy/girl might have and what they might like to do – e.g. the sports they might like to play or what hobbies they might like to do.

Make sure they label their diagram first. If they have time after, they can illustrate it.

Allow 10 minutes for them to talk about it with their peers and label the diagram.

Activity 2: Understanding why gender stereotypes exist in society

Ask the class to put their hands up and share what they put down. Emphasise that we are sharing stereotypes that people have discussed, and we may or may not agree. Write up their ideas under the titles 'boy' and 'girl'.

Once all their ideas are up, ask them to discuss with their group whether they agree that all girls fit the ideas listed under 'girl' and all boys fit the ideas listed under 'boy'.

If they do agree, challenge some notions that are just limited to one gender. (E.g., boys like to play video games. Challenge this by asking them to raise their hands if they play video games – it is likely there will be a mixed response. Highlight that it seems it is a mixed response therefore; we know this is a stereotype).

End with the notion that it is bizarre that society tells you what a boy/girl looks like and might like to do. Facilitate a discussion about these stereotypes, where they come from, and why we follow them.

Possible prompt questions:

- *Is there a rule book somewhere that tells us what boys/girls should be like?*
- *Where do we learn stereotypes from?*
- *How is someone treated if they don't fit into the stereotypes of boys/girls?*

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- *Would a boy would feel comfortable wearing a skirt in school? If not, why not?*

After the discussion, refer back to the 'Genderbread Person'

Activity 3: Understanding sexuality

What is sexuality?

Have a brief conversation about what sexuality is and link it back to the assembly before reintroducing the Genderbread Person to the classroom.

Some prompt questions could be to ask them the first thing that comes to their minds when they think about sexuality? Hear from a few and if someone mixes their answers up with gender, draw them back to what came from the gender discussion earlier and how sexuality might differ.

Once a few have shared, explain that sexuality is who you are attracted to/ who you fancy. Get them to refer back to the flipchart and write on a fresh one what they think sexuality is.

This is a good opportunity to help them distinguish between the two.

Show the class the 'Genderbread Person'.

Explain the following:

Identity: This is how you see yourself. Whether you see yourself as a boy, a girl, neither, or both.

Expression: This is how someone chooses to express their gender. This can consist of how someone dresses, their tone of voice, their vocabulary, their posture etc.

Biological sex: This is whether someone is born physically male, female or intersex.

Attraction: This is who you are attracted to, who you develop feelings for.

It is important to emphasise that these are all separate things. We can't assume someone's identity from their expression; their attraction from their biological sex, etc.

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Explain that sometimes if someone is different, people are mean to them. Therefore, if someone is boy, and they fall in love with another boy – some people might think that that is different and treat them unfairly because of this.

This should lead onto the next section.

Explain that there is a law that protects us all called The Equality Act 2010.

This law protects the characteristics that we just spoke about when you saw the 'Genderbread Person' – sex, gender reassignment, and sexual orientation. It also protects you from being treated unfairly because of your race, your age, your religion, or if you are disabled.

But there is something greater than the law – what might that be?

It's us, we as a community can help others so that they're not bullied for what they look like or whom they like.

Link this to the schools values. Explain that the school has values that they would like to see carried out in school which help to create a very welcoming and warm environment. On top of this, there are policies written for you and your school to protect you from any harm that may come your way – e.g. your anti-bullying policy. These protect you in the same way that The Equality Act protects us: they mean that all the adults in your school have a responsibility to keep you all safe and stop any bullying that might happen.

Optional: If there's time, get the pupils to write down the values they'd like to see in their school – this can later to be used for a school display, e.g. tree of values.

Activity 4: 'I am going to...'

Following on from the previous discussion, explain that as pupils they are part of the school, and have a responsibility to care for and support each other. Get the class to think of one thing they will do to support pupils who may be seen as different or be experiencing bullying because of who they are.

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Before setting them off to do this independently, gather some ideas from around the room. Encourage some momentum and positivity about ways that the pupils can support others in their school and the change that they can help happen. Give them some time to write it down on their blank 'Genderbread Person'. Pupils who need support with writing can be aided by adults in the room. Pupils who finish can be given the second genderbread person, which encourages them to think about what the school can do to support LGBTQ+ people/tackle bullying. Once finished, encourage them to share a few of their ideas.

These can then be used as part of a display, to keep the conversation going.

Plenary:

Explain that now there will be time for everyone to ask questions about anything we have discussed today. They could be about gender, sexuality, about being trans, being bullied, etc. Emphasise that they will be completely anonymous and ensure the process is understood.

Give out post-it notes and encourage all to write a question, to allow those who have questions to ask them without feeling self-conscious. If they do not have a question, they should write a comment on what they thought about the session. Collect up these questions in the box, and then answer them one by one from the box.

Go back to the learning outcomes and ask the pupils to score each learning outcome with how confident they feel.

- 1 finger = Not confident
- 2 fingers = slightly confident
- 3 fingers = fairly confident (50/50)
- 4 fingers = very confident
- 5 fingers = extremely confident

This should help get an idea of how they've found the lesson and where they're at now.

Invite pupils to look back at their notes on flipchart paper from the beginning of the lesson and either discuss or, in a different colour pencil/pen, change anything they now feel should be different and/or add their new learning.

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		<p>Wrap up by checking in whether they feel they have covered the learning objectives highlighted earlier and acknowledge how great they have been throughout the workshop.</p> <p>Some possible clarifying questions: <i>How do you think you would describe gender after all of our discussions today?</i> <i>Where do stereotypes come from?</i> <i>Are stereotypes always true?</i> <i>What is something new that you have learnt today?</i> <i>What are you going to do to stop people being bullied for being different?</i></p>		
3	<p>LO: To show how individual abilities and personal skills may be relevant for particular jobs</p>	<p>Revisit ground rules</p> <p>Starter: Ask: What are the main things to consider when choosing a job? Choose whether this is a class/paired discussion; a 'graffiti wall'; post-it note answers; mind map in books; 'washing line' answers</p> <p>Main: Remind pupils that in choosing a career or seeking a job, they need to be clear about their own ambitions, abilities, character and interests. They also need to consider:</p> <ul style="list-style-type: none"> - The demands of any particular job, such as the qualifications necessary to do it - The qualities needed to do a particular job - The availability of vacancies <p><u>Activity 1: The right person for the job</u> Use the first part of the activity sheet to consider some of the vacancies listed and for each one invite suggestions on:</p> <ul style="list-style-type: none"> - What specific qualifications and experience are needed - What general personal qualities are needed (consider things such as good judgement, a sense of responsibility, tolerance of others, honesty, punctuality, perseverance and reliability) - What specific personal qualities are necessary (for instance, factors such as: clear speech, clean and tidy appearance, the ability to think quickly or to adapt to changing 	<p>Ask it Basket</p> <p>LCP book 2 page 86</p> <p>Activity sheet: The right person for the job (cd-rom for pdfs)</p>	<p>I can talk about write about my opinions, and explain my views, on issues that affect me and society</p> <p>I can recognise my worth as an individual by identifying positive things about myself and my achievements and setting personal goals</p> <p>I can face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p>

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	<p>situations, the ability to work well with other people, any health factors including a height or weigh limit, good eyesight and hearing, etc.)</p> <p>Pupils then work in pairs or small groups to complete the second part of the activity sheet, working out the sorts of qualities relevant to the performance of particular jobs.</p> <p>Activity 2 Ask the pupils to choose any career that they might be interested in and to list any talents and qualifications that they might need in order to be able to pursue it. in a sentence or two, they could then explain what they could do to make themselves better able to do the job.</p> <p>Plenary: Pupils choose a member of their family or someone they know and say what job they do. Discuss what skills and training the person needed.</p>		<p>I can learn about the range of jobs carried out by people I know, and understand how I can develop skills to make my own contribution in the future</p> <p>I can resolve differences by looking at alternative, making decisions and explaining choices</p>
4	<p>LO: To explain the importance of staying positive (resilience), including in relation to the workplace</p> <p>Revisit ground rules</p> <p>Starter: Explain that in this lesson, we are going to explore resilience, and ways to build it. Ask the class to write on a post-it note a situation when a person might need to be resilient and create a graffiti wall. (e.g. not getting the expected score on a test; poor team performance in a sports tournament; being rejected for a course, sports team, drama part, etc.)</p> <p>Share some examples and ask what the situations all have in common (e.g. all setbacks, disappointments, times when things don't go according to plan)</p> <p>Main: <u>Activity 1: Exploring resilience</u> Divide pupils into small groups and ask them to pick one or two of the situations to discuss. They should consider:</p> <ul style="list-style-type: none"> - The emotions a person might feel - How stressful this situation could be on a scale of 1-10 - Different ways of reacting in this situation, negative and positive 	<p>Ask It Basket</p> <p>Barclays Lifeskills – Staying Positive lesson</p> <p>Pupil Sheet 2.1: Sam's experience</p> <p>Pupil Sheet 2.2: How resilient am I?</p> <p>Pupil Sheet 2.3: Getting through a setback</p> <p>Post-it notes</p>	<p>I can understand the importance of learning from experiences, even if they are negative</p> <p>I can explain different strategies I can use to build resilience and manage personal challenges and setbacks</p>



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	<p>- How different types of reaction might help or not help the person in this situation Take feedback from the groups, then as a class, vote on the reaction response which they think demonstrates the most resilience/ability to stay positive.</p> <p><u>Reflection</u> Ask pupils the following questions:</p> <ul style="list-style-type: none"> - Generally, what characteristics or skills are needed to overcome setbacks? - What tactics can someone use to demonstrate and build resilience? E.g. stay positive, ask for help, talk to a friend <p>Tell pupils they will be considering these skills and tactics in the activities that follow Summarise by referencing that by completing this activity it supports The Skills Builder Framework for Staying Positive Step 8: I can explain the positive side of a difficult situation to others</p> <p><u>Activity 2: Demonstrating resilience</u> Ask pupils for examples of setbacks which they have experienced themselves. These could be examples of those discussed above, or others. What did they do to move on from that setback, and do they think they were successful? (Only ask pupils who are willing to share experiences to feed back)</p> <p>What do pupils think they learnt from the setbacks they experienced (again, they do not have to share this)?</p> <p>Display slides and share the LifeSkills definition of staying positive (resilience): the ability to use tactics to overcome setbacks and achieve goals</p> <p>Explain to pupils that being resilient is transferable across all aspects of life including school, college and work</p> <p>Look at the three scenarios on Pupil Sheets 2.1: Sam's experience which are all examples of setbacks for Sam. For each scenario discuss and record responses to the following:</p> <ul style="list-style-type: none"> - How might the scenarios have made Sam feel? - What resilience strategies could Sam use to overcome their feelings after each setback? - What could Sam do to learn from the situations? 		
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	<p>– What could Sam do differently if a similar situation arises again?</p> <p><u>Reflection</u> Discuss ways in which resilience can affect our mental wellbeing and the sorts of challenges pupils might face in future that will require them to be resilient</p> <p>Using the personal setback(s) they identified in the activity above, ask pupils to reflect on how they could have handled their own situation more successfully. If they think they handled their situation positively, ask them to identify what it is they think they did which helped them</p> <p>Summarise by referencing that by completing this activity it supports The Skills Builder Framework for Staying Positive Step 7: 'I can look on the bright side in difficult situations and focus on that'</p> <p>Plenary: <u>Next Steps</u> Ask pupils to consider their future personal goals in life and work. How could building resilience help them towards achieving those goals? To help them with this, ask them to:</p> <ol style="list-style-type: none">1. Identify a long-term personal goal2. Identify one or two things which might be a setback to achieving the goal3. Introduce the 4 A's Approach – Avoid, Alter, Adapt and Accept. <p>Thinking about the challenges to achieving that goal, can they come up with a plan that uses their resilience skills to alleviate the challenge and feel prepared for setbacks</p> <p>The activities in the Wellbeing toolkit www.barclayslifeskills.com/educators/lessons/wellbeingtoolkit also help young people understand how positive mental wellbeing can impact on their future success and career prospects. Share them with pupils and support them in building skills such as resilience, communication, self-confidence, time management and proactivity, and includes coping strategies to help manage everyday pressures.</p>		
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5	LO: To consider what sort of jobs and careers might be enjoyable and fulfilling	<p>Revisit ground rules</p> <p>Starter: <u>Baseline Assessment</u> Pupils create a mindmap with the word 'jobs and careers' in the middle. Allow them 2 minutes to write around their mindmaps as many jobs and careers as they can think of. Go round the class and ask for some examples.</p> <p>Main: Talk about how many opportunities there are for different jobs. Promote an atmosphere of excitement and challenge, so that the pupils recognise they are working towards making their own choices about their future lives.</p> <p><u>Activity: Myfuture</u> Explain to the pupils that it can be difficult to imagine what we might like to do when we are grown up, but that to give them some ideas they are going to complete the activity sheet. Then they will research to find out more about a job that matches their choices using Chromebooks.</p> <p>Read through the choice boxes on the sheet and discuss any difficult or unknown vocabulary. Ensure the pupils understand: 'creativity' - using your imagination to write or draw or compose music; 'security' - a job that is permanent and pays you regularly; 'responsibilities' - being in charge of other people, animals or objects; 'promotion prospects' - being able to have training to improve and learn further skills</p> <p>Plenary: Pupils need to report back to a small group or the class about the job or career they researched.</p>	<p>Ask It Basket</p> <p>LCP part 1 page 24</p> <p>Lesson 9: Finding a future for me (cd-rom for pdfs)</p> <p>Activity sheet WIA9a: My future</p> <p>Chromebooks</p>	<p>I can think about what sort of person I am</p> <p>I know that self-esteem and a positive attitude towards life can help me now and in the future</p> <p>I can recognise my worth and identify positive things about myself and my achievements</p> <p>I can face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p>
6	LO: To understand that setting goals can help us	<p>Revisit ground rules</p> <p>Starter: <u>Baseline Assessment: Graffiti Wall or post-it note ideas</u></p>	<p>Ask It Basket</p> <p>LCP book 2 Lesson 8: My aspirations page 84</p>	<p>I can talk and write about my opinions, and explain my views,</p>

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<p>achieve our ambitions</p>	<p>Pupils either write on plain A3 paper to create a graffiti wall or use post-it notes and stick these to the classroom wall. What choices will pupils have to make in the future? e.g. job, career, university, higher education, starting a family, GCSE choices, learn to drive, etc.</p> <p>Main: Explain to the class that, although they are all following the same basic education at the moment, in the future they are going to have choices to make. This is particularly true when contemplating a career: the amount of work they are willing to do and the effort and commitment they are prepared to offer can make a difference to what they can achieve, as of course can the skills they possess and develop. They will make these choices for themselves; however, by setting themselves goals they may find that pursuing their dream is ultimately possible.</p> <p><u>Activity: My pathway</u> Provide the pupils with the activity sheet. Explain that they are going to complete the timeline with their own goals. They should also add some future goals for themselves on the lines provided.</p> <p>Explain that these should be their aspirations and that if they are not achieved, that's OK. There may be events and opportunities along the way that change the direction they choose to take.</p> <p>Allow time for the pupils to discuss their thoughts within groups. Then share the pupil's ideas around the class, by allowing them to circulate and look at each other's work. If pupils prefer not to share their ideas, ask them to turn their work over.</p> <p>Plenary: Provide a circle time activity where pupils can share their future aspirations. Invite pupils to talk about their 'dream jobs'. What would they really like to be? Do they have the skills and qualities now or would they need to be developed?</p>	<p>Activity sheet BFWW8a: My pathway</p>	<p>on issues that affect me and society</p> <p>I can recognise my worth by identifying positive things about myself and my achievements</p> <p>I can face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>I know about the range of jobs carried out by people I know, and understand how I can develop skills to make a contribution in the future</p>
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	<p>What or who has influenced their choice?</p> <p><u>Endpoint Assessment</u> Pupils to revisit their pathway sheets. Ask them to use a different colour to define some of the skills, qualifications and qualities they may need to achieve their goals.</p>		
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time