

# KESTEVEN AND SLEAFORD HIGH SCHOOL

## PSHE Scheme of Learning Year 8 – Term 5

### Intent – Rationale

to develop students' understanding of a key British value and its application in the wider world

Sequencing – what prior learning does this topic build upon?		Sequencing – what subsequent learning does this topic feed into?	
<ul style="list-style-type: none"><li>• Human, children's and animal rights (Y8)</li><li>• Career's learning (Y7)</li></ul>		<ul style="list-style-type: none"><li>• Citizenship and PSHE in Y9 and KS4</li></ul>	
What are the links with other subjects in the curriculum?		What are the links to SMSC, British Values and Careers?	
<ul style="list-style-type: none"><li>• English – persuasive speech / debating</li><li>• History – reasoning arguments</li><li>• RS – cultural expectations and norms in different religions</li><li>• Geography – migration</li></ul>		<ul style="list-style-type: none"><li>• SP1/2/3/4</li><li>• M1/3</li><li>• SO1/3</li><li>• C1/2/3</li></ul>	<ul style="list-style-type: none"><li>• BV1/2/3/4/5</li><li>• GB4</li></ul>
What are the opportunities for developing literacy skills and developing learner confidence and enjoyment in reading?		What are the opportunities for developing mathematical skills?	
<ul style="list-style-type: none"><li>• Reading about migrants</li></ul>		<ul style="list-style-type: none"><li>• Study skills contains some mathematical skills work</li></ul>	

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## Intent – Concepts

What knowledge will students gain and what skills will they develop as a consequence of this topic?	
<p style="text-align: right;"><b><u>Know</u></b></p> <p>some reasons why people migrate to the UK  how we define respect  how respect is shown in society</p> <p style="text-align: right;"><b><u>Apply</u></b></p> <p>knowledge about myself to define my identity  knowledge about respect to different situations  knowledge about revision to support me in preparation for assessment</p> <p style="text-align: right;"><b><u>Extend</u></b></p> <p>thinking about topics which don't necessarily have a correct answer  range of skills for revision / recall / practice</p>	
What subject specific language will be used and developed in this topic?	What opportunities are available for assessing the progress of students?
<ul style="list-style-type: none"> <li>• Identity – how someone defines themselves and is defined by others</li> <li>• Migrant – someone who moves country</li> <li>• Ancestry – someone's family heritage</li> <li>• Mutual respect – respect shown for each other</li> <li>• Ideology – an idea which is held up as the only way of thinking</li> <li>• Metacognition – understanding how the brain works to aid learning</li> </ul>	<ul style="list-style-type: none"> <li>• Students share their thoughts on identity and how respect is shown in society using a migrant as a case study</li> </ul>

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## Intent – Concepts

Lesson title	Learning challenge	Higher level challenge	Suggested activities and resources
Identity and Respect	Considering the identity of a migrant	Considering the levels of respect shown to others of different identity	
Study Skills	Application of metacognition theories in revision	Prioritising and organising revision for assessments	