

PD planner 2023-2024

Term 1	Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Theme: Equality, Diversity and Inclusion (Citizenship)						
Week 1 21/8	Topic	Resilience	British values – What are they?	British values – What are they?	British values – How do we show them?	British Values – How do we show them?
	PD	<ul style="list-style-type: none"> What is resilience? Examples of resilient people. Why is resilience an absolute necessity? 	<ul style="list-style-type: none"> Identify the 5 British Values. Describe the 5 British Values. State examples of when they could demonstrate the British Values. 	<ul style="list-style-type: none"> Identify the 5 British Values. Describe the 5 British Values. State examples of when they could demonstrate the British Values. 	<ul style="list-style-type: none"> Identify the 5 British Values. Describe how we as a community demonstrate British Values. 	<ul style="list-style-type: none"> Identify your own personal core values. Identify the 5 British Values. How do your core values align with the British Values? How can we better demonstrate the British Values as a community?
Week 2 28/8	Topic	Responsibility	What is equality?	What is equality?	What is equality?	What is equality?
	PD	<ul style="list-style-type: none"> Describe responsibility. What are you responsible for? Link with the behaviour curriculum – See it, sort it approach. Are you responsible for your actions and attitudes? 	<ul style="list-style-type: none"> Define equality Identify the laws surrounding equality (Equality Act 2010). Who does the Equality Act protect? Describe protected characteristics. 	<ul style="list-style-type: none"> Define equality Identify the laws surrounding equality (Equality Act 2010). Who does the Equality Act protect? Describe protected characteristics. 	<ul style="list-style-type: none"> Explain the Equality Act (2010). Identify the protected characteristics. How can we prioritise equality? How do we promote and demonstrate equality as a community? 	<ul style="list-style-type: none"> Explain the Equality Act (2010). Who does the Equality Act (2010) protect and why? What does the Equality Act protect? Identify the protected characteristics. What are the consequences of inequality?
Week 3 4/9	Topic	British Values – What are they?	Discrimination	Discrimination	Discrimination.	Discrimination
	PD	<ul style="list-style-type: none"> Identify the 5 British Values. Describe the 5 British Values. State examples of when they could demonstrate the British Values. 	<ul style="list-style-type: none"> Define discrimination How can people be discriminated against? Recall on protected characteristics 	<ul style="list-style-type: none"> Define discrimination How can people be discriminated against? Identify the protected characteristics. 	<ul style="list-style-type: none"> Explain examples of discrimination Explain how discrimination makes someone feel. Explain the wider impact of discrimination on a community and society. 	<ul style="list-style-type: none"> Explain discrimination. Explain the consequences of discrimination.
Week 4 11/9	Topic	What is equality?	What is the rule of law?	What is the rule of law?	What is the rule of law?	What is the rule of law?
	PD	<ul style="list-style-type: none"> Describe equality. Identify protected characteristics. Why do protected characteristics exist? 	<ul style="list-style-type: none"> Define the rule of law. Describe the purpose of the rule of law. Describe the difference between civil and criminal law. 	<ul style="list-style-type: none"> Define the rule of law. Describe the purpose of the rule of law. What is the criminal justice system? 	<ul style="list-style-type: none"> Explain the purpose of the rule of law. Who does the rule of law protect? Identify different laws in the UK (smoking, alcohol, sex, driving, consent, discrimination). 	<ul style="list-style-type: none"> What is the difference between rules and laws? Identify different laws in the UK. How does the law protect us from complex issues such as discrimination?
Week 5 18/9	Topic	Discrimination	Being a tolerant citizen.	Being a tolerant citizen.	Being a tolerant citizen	Being a tolerant citizen
Youth Mental Health Day	PD	<ul style="list-style-type: none"> Define discrimination How can people be discriminated against? What can be done about discrimination? 	<ul style="list-style-type: none"> Describe what it means to be tolerant. Describe stereotypes. Identify different stereotypes. 	<ul style="list-style-type: none"> Describe what it means to be tolerant. Describe stereotypes. Identify different stereotypes. 	<ul style="list-style-type: none"> What does tolerance mean? Why is being tolerant imperative? What is the wider impact of a lack of tolerance in a community? 	<ul style="list-style-type: none"> What are the consequences of a lack of tolerance. What would happen to someone if they did not display tolerance?

Term 1	Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Week 6 25/9	Topic	What are respect and responsibility?	Being a respectful citizen.	Being a respectful citizen	Being a respectful citizen	Being a respectful citizen.
	PD	<ul style="list-style-type: none"> Define respect Identify how students can behave respectfully. The most employable students in Corby. Describe responsibility. What are you responsible for? Link with the behaviour curriculum – See it, sort it approach. Are you responsible for your actions and attitudes? 	<ul style="list-style-type: none"> Explain respect – What does it mean to be a respectful person? How can you demonstrate respect? 	<ul style="list-style-type: none"> Explain respect – Which characteristics must be respected at all times? Explain how citizens can work together to improve communities, including school communities. 	<ul style="list-style-type: none"> Explain what respect is. Why is respect important? How does respect make us feel? What happens when people are respected and valued for who they are? 	<ul style="list-style-type: none"> Explain respect and examples of respectful behaviours and attitudes. Identify how CTS as a community demonstrates respect. What is the wider impact of respect?
Week 7 2/10	Topic	What is tolerance?	What is individual liberty?	What is democracy?	What is democracy?	What is democracy?
Black History month	PD	<ul style="list-style-type: none"> Describe tolerance. Identify examples of tolerance. Describe how students can be tolerant of other beliefs, opinions, faiths and religions. 	<ul style="list-style-type: none"> Describe the value of individual liberty. Identify the precious liberties enjoyed by citizens of the United Kingdom. 	<ul style="list-style-type: none"> Describe democracy. Explain Britain's democratic parliamentary system and its central role in shaping our history and values. 	<ul style="list-style-type: none"> Describe the development of the political system and how the UK is a democratic government. Where is democracy demonstrated at CTS? 	<ul style="list-style-type: none"> Describe democracy How can democracy be improved in the UK?
Week 8 9/10	Topic	What is democracy?	What is democracy?	What is individual liberty?	Contributing to a community	Contributing to a community
World Mental Health Day 10 October (Tuesday)	PD	<ul style="list-style-type: none"> Define democracy. Identify the features of a democracy. Why is democracy useful to society? 	<ul style="list-style-type: none"> Define democracy. Identify the features of a democracy. Why is democracy useful to society? 	<ul style="list-style-type: none"> Describe individual liberty. Explain the precious liberties that are enjoyed by citizens of the UK. 	<ul style="list-style-type: none"> Why should we contribute towards our community? How can we contribute towards our community? 	<ul style="list-style-type: none"> What is an active citizen? How can you be an active citizen? What process should you go through when considering being an active citizen?

Term 2	Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Theme: Developing me (Character education)						
Week 1 30/10	Topic	How can you be awesome?	Core values	Into the future	Responsibility	What is character?
	Planning questions	Already planned	<ul style="list-style-type: none"> What are core values? Why should we have core values? Identifying core values. Ask students to develop their 'captains compass'. A set of non negotiable values that they live by. 	<ul style="list-style-type: none"> The wheel of life. Students to complete their own wheel of life and 'diamond 9' them. Students identify their 'team' of values and virtues and diamond 9 which of them that they exemplify. The ups and downs of life (Use Carl and Ellie's Married life from UP). What does married life represent? 	<ul style="list-style-type: none"> https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-am-i-always-responsible-for-my-actions/zdsygywx Are we always responsible for our actions? What is the difference between responsibility and accountability? Are they the same notion? Why do some people not want to assume responsibility? 	<ul style="list-style-type: none"> What are my character strengths? Use the character profiling tooling.
Week 2 6/11	Topic	Remembrance week				
Week 3 13/11	Topic	Anti-bullying week				

Term 2	Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Week 4 20/11	Topic	Fixed and growth mindset	Service to others	The emotions	Trustworthiness	Integrity
	Planning questions	Already planned	<ul style="list-style-type: none"> What do we mean by service to others? How does service to others benefit a community? How can we help others? Examples of service to others in the local area. Identify a Year group charity that you would like to support throughout the year. 	<ul style="list-style-type: none"> What are emotions? Are emotions good or bad? How can we manage emotions? The importance of emotional intelligence and the ability to recognise other peoples emotions. 	<ul style="list-style-type: none"> Define trustworthiness. Describe a trustworthy person and what makes them so. Why is it important to be trustworthy? Are trustworthiness, reliability and dependable the same notion? 	<ul style="list-style-type: none"> What is integrity? Why does integrity matter? How do you decide what acting with integrity it? How can you demonstrate integrity? What are the potential consequences of not living with integrity?
Week 5 27/11	Topic	What is fear of failure?	Having a dream	Stress and anxiety	Perseverance	Resilience
	Planning questions	Already planned	<ul style="list-style-type: none"> Beginning with the end in mind. Compose a piece of what comprises a 'good life'. Use the Jubilee Centre Character Education lesson resources to guide planning. 	<ul style="list-style-type: none"> What is stress? What is anxiety? Can stress be a good thing? How can stress and anxiety be managed? 	<ul style="list-style-type: none"> When the going gets tough, the tough get going. What is perseverance? Offer advice to someone that is considering 'giving up'. The story of Nick Vujicic (Video and formulate questions). Perseverance is more important than talent. Debate? 	<ul style="list-style-type: none"> The thinking traps: 'Always, /never, me/my, they/them'. (Use the jubilee planning resource). The perils of catastrophisation. Coping strategies and self-regulation (First step to resilience is recognising emotions).
Week 6 4/12	Topic	What is commitment?	Motivation	Managing the emotions	Integrity	Courage
	Planning questions	Already planned	<p>What is motivation, including the different types?</p> <p>What could happen with motivation?</p> <p>Explore the correlation between motivation and commitment.</p>	<ul style="list-style-type: none"> Recognising emotions. How do you feel and how do you know? How does someone else feel in the room and how do you know they feel that way? What are the causes of emotions? Agree or disagree – "You can choose how you feel". Actions that we can take to manage our emotions. 	<ul style="list-style-type: none"> Define integrity. Doing the right thing, even when no one is looking. How do you feel when you do the right thing? Scenarios (Use the resource). 	<ul style="list-style-type: none"> What is courage? How do we decide what a courageous act is? Courageous or reckless? What are the consequences of acting in a cowardly or reckless manner? Think of a time when you acted with courage. Describe the impact your courageous act had on: You (did it build your confidence, for example, or challenge your fears?) The situation you were in (what good, if any, came of your courageous act?) What psychological or physical harm might you have suffered had you not acted courageously

Term 2	Topic	Year 7	Year 8	Year 9	Year 10	Year 11
Week 7 11/12	Topic	How can I dare to take risks?	Being determined	Resilience	Courage	Compassion
	Planning questions	Already planned	<ul style="list-style-type: none"> What is determination? Identify a favourite quote. Identify a role model. Who in your life deserves an award for their determination? Closing thoughts on determination. 	<ul style="list-style-type: none"> What resilience is already around you? Identify the daily adversities that students face and identify how they overcome them. What are the basic ingredients of resilience? (Awareness, thinking, reaching out and physical fitness and physical health). Learning from Chesley Sullenberger. <ul style="list-style-type: none"> https://www.youtube.com/watch?v=mLFZTzR5u84&t=14s 	<ul style="list-style-type: none"> What is courage? What do courageous people do well? What are the benefits of being courageous? Comfort zone, challenge zone, panic zone. How can we show courage? 	<ul style="list-style-type: none"> Define compassion. Explain the importance of demonstrating compassion. Is there a difference between compassion and sympathy? (Compassion – ‘to suffer with others’. Sympathy – ‘I feel sorry for you and I have understanding feelings for you in this situation’. What can those with compassion do well? What are the benefits of acting out compassion? When might I have to practice this virtue in my life? Which emotions alter me to need to practice compassion and how do these emotions manifest?
Week 8 18/12	Topic	Are you open minded?	Self-discipline	Helping others and compassion	Attitude	Gratitude
	Planning questions	Already planned	<ul style="list-style-type: none"> What is self-discipline? Is there a difference between self-discipline and discipline? What influences self-discipline? When times are tough, how does a self-disciplined person behave? 	<ul style="list-style-type: none"> Explain the saying of “you get what you give”. Define compassion and examples of compassion in society. Why should we help others and why should we understand other peoples circumstances? What can you do to help in the following situations; <ul style="list-style-type: none"> In school At home With your friends In the community In the country The world 	<ul style="list-style-type: none"> Is attitude an attitude or a choice? Describe the concept of pursuing excellence and not perfection. What impact does pursuing excellence have on us? How does our attitude develop? What influences our attitude? <ul style="list-style-type: none"> Nature or nurture? Nature expressed through nurture? What kind of attitudes will serve us well? Describe the characteristics of those attitudes. 	<ul style="list-style-type: none"> The gratitude jar. On pieces of paper, students need to write at least one thing that they are grateful for. Put the strips of paper into a jar / box – They will be read out in week 1 of term 3. Students can write their names if they wish but this is not essential. What is the meaning of gratitude? Write a thank you letter to someone that has had a positive impact on your life (Teacher can do it this too in order to exemplify gratitude).

Term 3	Assembly/Pd	Year 7	Year 8	Year 9	Year 10	Year 11
Theme: Relationships						
Week 1 5/01	Assembly	What is friendship?	Online friendship	Healthy relationships	What is a role model?	Healthy lifestyles
	PD	<ul style="list-style-type: none"> Define friendship Why do we need friendships? What are the characteristics of a positive friendship? Identify examples of positive and inspirational friendships. What makes them positive? 	<ul style="list-style-type: none"> What is online friendship? What are some of the risks of establishing online friendships? How might an online friendship differ to a face-face friendship? How do we know if we can trust an online friend? How can we maintain our safety online? 	<ul style="list-style-type: none"> What are the features of a healthy relationship? What are the features or signs of an unhealthy relationship? What are your personal values? (What do you want from a relationship?) When is it appropriate to negotiate in a relationship and when should personal values be asserted? How can support be accessed? 	<ul style="list-style-type: none"> Who is your role model and why? Why are role models important? Can you be a role model in school? Agree or disagree: "Anyone can be a role model". What steps can be taken towards being a Ppd ositive role model? 	<ul style="list-style-type: none"> What is a healthy lifestyle? Strategies to maintain a healthy lifestyle. Is there a link between physical and mental health?
Week 2 8/01	Assembly	How can we be better friends?	What makes a good friend?	What is peer pressure?	Managing peer pressure	Insta life vs real life
	PD	<ul style="list-style-type: none"> How can we better support our friends? What is a ‘bad’ friend and what is a ‘good’ friend? How are students going to be ‘good’ friends? Friendship ‘non-negotiables’. As a form, a set of non-negotiable values and behaviours should be established about how friends should behave. 	<ul style="list-style-type: none"> https://www.itv.com/watch/news/rugby-star-kevin-sinfield-on-fundraising-and-friendship-with-rob-burrow/kny1184 What are the characteristics of a good friendship? Introduce the notion of ‘we get what we give’ and the importance of supporting our friends and people. How do friends make each other feel? What words would you use to describe a positive friendship? Identify the features of friendship. 	<ul style="list-style-type: none"> Define peer pressure and clarify common myths and truths. Use the video ‘back me up’ by ChildNet. ChildNet Peer pressure lesson plan. 	<ul style="list-style-type: none"> Who and what influences us? Why do they influence us and are they positive? Identify positive examples of influence. Identify negative examples of influence. Why can’t you say no to your friends? https://vimeo.com/228680262/aed571fc78 Students decide how to respond to different scenarios where pressure and influence could be prevalen. 	<ul style="list-style-type: none"> What is the difference between real life and social media life? What impact do social media influencers have on society? How can we establish and maintain a positive self-esteem?
Week 3 15/01	Assembly	What are the different types of relationship?	Pressure and influence	What is trust?	Dealing with conflict in relationships	Digital footprint and reputation
	PD	<ul style="list-style-type: none"> Identify the different types of relationship. Explain the differences between each type of relationship. 	<ul style="list-style-type: none"> What is peer pressure? How do we know if someone is peer pressuring us? How does peer pressure make us feel? How might peer pressure influence our decision making? What can we do about peer pressure? 	<ul style="list-style-type: none"> What is trust in a relationship? How do we know if we truly trust someone? How is trust established in a relationship? How can trust be damaged in a relationship? How can trust be reestablished? 	<ul style="list-style-type: none"> Best 4 words to describe conflict. Best 4 words to describe the impact of conflict. What are the causes of conflict in relationships? How do we respond to conflict? Head, heart, hands response to conflict. How do people think, how do they feel and how do they act? 	<ul style="list-style-type: none"> What is digital footprint? What are the consequences of having a negative digital footprint? How can we ensure that we have a positive digital footprint?
Week 4 22/01	Assembly	How can we manage conflict in relationships?	Managing relationships	Dealing with conflict in relationships	Managing risks and exit strategies in relationships	Planning for the future
Holoucaust Memorial Week						

Term 3	Assembly/Pd	Year 7	Year 8	Year 9	Year 10	Year 11
Week 5 29/01	Assembly					
LGBTQ+ History month						
Week 6 5/02	Assembly					
Children's Mental Health week.						
Week 7 12/02	Assembly					
Safer Internet Day						

Term 4	Assembly/Pd	Year 7	Year 8	Year 9	Year 10	Year 11
Theme: Health and wellbeing						
Week 1 26/02	Assembly	What is mental wellbeing?	What is mental wellbeing?	Promoting mental wellbeing	The Rocky Road	Taking responsibility for physical health
	PD	<ul style="list-style-type: none"> Describe what mental wellbeing is. Explain that happiness is linked to being connected to others. How to recognise the early signs of mental wellbeing concerns. 	<ul style="list-style-type: none"> Recall on what mental wellbeing is. Common types of mental ill health such as anxiety and depression. How to evaluate when something they do is having a negative or positive impact on their own or other' mental health. 	<ul style="list-style-type: none"> Explain the factors that affect emotional and mental wellbeing. Identify ways to promote emotional and mental wellbeing. Reframe and learn from disappointments, negative experiences and setbacks. 	<ul style="list-style-type: none"> Identify the range of opportunities and challenges that young people might encounter as they move into adulthood. Explain strategies to help manage these challenges. Analyse how mental health and emotional wellbeing can change throughout life, often in response to external events. 	<ul style="list-style-type: none"> Dental health and the benefits of good oral hygiene Sun safety Self-examination including testicular self-examination. The purpose of vaccinations offered during adolescence for individuals and society.
Week 2 4/03	Assembly	Physical health and fitness	Attitudes to mental health	Physical health and fitness	Reframing negative thinking	Mental health
	PD	<ul style="list-style-type: none"> Describe the association between physical activity and mental wellbeing. The characteristics of what constitutes a healthy lifestyle. 	<ul style="list-style-type: none"> Evaluate the link between mental health and physical health. Identify common misconceptions about mental health. Recognise and challenge prejudice and discriminatory language and behaviour in relation to mental health. 	<ul style="list-style-type: none"> Identify the benefits of maintaining physical health. Explain why choices regarding physical health might differ between people. Evaluate the barriers that people might face when making healthy decisions and how to overcome them. Analyse strategies for making independent health choices in the future. 	<ul style="list-style-type: none"> Describe different negative thinking patterns and consider their potential impact on wellbeing. Reframe negative thinking and identify ways to learn from setbacks. 	<ul style="list-style-type: none"> How does mental health affect our ability to cope, adapt and solve problems? Comprehend the difficulties that people have when it comes to expressing their own mental health concerns. How can mental health be managed appropriately and when should someone seek professional help? Where can people access professional help?

Term 4	Assembly/Pd	Year 7	Year 8	Year 9	Year 10	Year 11
Week 3 11/03	Assembly	Healthy eating	Digital resilience	Healthy eating	Recognising mental ill-health and how to access support	Challenging mental health stigma
	PD	<ul style="list-style-type: none"> How to maintain healthy eating and the links between poor diet and health risks. The links between diet and tooth decay and cancer. 	<ul style="list-style-type: none"> Evaluate the positive and negative impact of social media on emotional wellbeing. Analyse the reasons people post and look at online images and the impact this can have on self-esteem and body-image. Describe strategies to promote emotional wellbeing online. 	<ul style="list-style-type: none"> Identify different influences of decisions regarding diet. Analyse why some influences might be stronger than others. Evaluate which influences are more or less reliable. Evaluate strategies to manage negative or less reliable influences. 	<ul style="list-style-type: none"> Recognise signs that someone might have mental health issues such as a mood disorder, stress or anxiety. Explain when and whom to tell if concerned for theirs or someone else's mental wellbeing. Describe the range of support available for those with emotional wellbeing or mental health problems, including how to access local support services. 	<ul style="list-style-type: none"> How can life be better for people if we can end discrimination faced by people suffering with a mental illness? Encourage people to work together to break down the stigma that surrounds mental illness Explain what stigma is and why it exists? Why is mental health stigmatised, especially amongst males?
Week 4 18/03	Assembly	Drugs and alcohol	Physical health and fitness	Sleep and technology	Change, loss and grief	Revision
	PD	<ul style="list-style-type: none"> What are drugs? What is vape? What is alcohol? What are the risks associated with drug and alcohol use? 	<ul style="list-style-type: none"> What is health? How can we maintain our health? Evaluate whether an individual can be healthy if they do not possess all of the components of health (physical, social, mental). 	<ul style="list-style-type: none"> The importance of sleep and strategies to maintain good sleep quality. The benefits of having a balanced approach to time spent online and how this can influence sleep quality. 	<ul style="list-style-type: none"> Describe how change, including loss and bereavments, can affect people in different ways. Explain what grief is and how different people might grieve. Identify strategies to manage change, loss or bereavement and support those who are grieving. Explain why, when and how to access support for themselves or others. 	
Week 5 25/03	Assembly	Dental health	Healthy eating	Drugs, alcohol and vaping	Promoting emotional and mental wellbeing	Revision
	PD	<ul style="list-style-type: none"> Describe good oral hygiene practices. Explain the impact of diet and substance use on dental health. Compare and contrast dentistry for health and cosmetic purposes. Explain how to access dental services and the importance of having regular check-ups. 	<ul style="list-style-type: none"> What is the role of a healthy and balanced diet? What are typically viewed as 'unhealthy food choices'? What are the potential impacts of 'unhealthy food choices'? 	<ul style="list-style-type: none"> Identify what drugs, alcohol and vaping are and their influence on individuals and society. Evaluate the personal and social risks and consequences of substance use or misuse including occasional use. 	<ul style="list-style-type: none"> Differentiate between healthy and unhealthy coping strategies and recognise the importance of using healthy ways to manage emotions. Evaluate a range of ways to promote mental and emotional wellbeing. Critique the reliability of sources of support in relation to mental health. 	

Term 5	Assembly/Pd	Year 7	Year 8	Year 9	Year 10	Year 11
Theme: Living in the wilder world						Revision
Week 1 15/04	Assembly	What is mutual respect?	Peer influence	Routes into work	Online reputation	
	PD					
Week 2 22/05	Assembly	Multicultrual Britain	What is peer approval?	Goal setting	Online gambling	
	PD					
Week 3 29/04	Assembly	The Equality Act	Why do people join gangs?	Stereotypes and career limitations	Social media validation	
	PD					
Week 4 6/05	Assembly	What are stereotypes?	Managing pressure to join a gang	Skills and attributes that employers value	Keeping data safe	
	PD					
Week 5 13/05	Assembly	Challenging stereotypes.	Why do people carry a weapon?	Personal review: Strengths, interests, skills, qualities and how to develop them	Fake news	
	PD					
Week 6 20/05	Assembly	Protected characteristics	Challenging harmful social norms	Being a lifelong learner	Digital footprint	
	PD					