



Number of weeks (between 6&8)	Content of the unit	Assumed prior learning (tested at the beginning of the unit)
8 weeks (one introductory lesson and a baseline assessment included in these eight weeks)	Friendship/Self-esteem/Anti-bullying: <i>Can I understand my emotions?</i> <i>What makes a good friend?</i> <i>Can I demonstrate the level of Citizenship knowledge I have?</i> <i>What is bullying? Why do people bully each other?</i> <i>How can we deal with bullying in an effective way?</i> <i>How can other people affect our self-esteem?</i>	Students may have some basic knowledge of what bullying, self-esteem is and ways to tackle issues related to bullying.
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)
Baseline assessment (Lesson 4) End of unit assessment Self-assessment	Mid unit assessment	<ul style="list-style-type: none"> ○ I can take part in decision-making activities with other people. ○ I am able to identify different views on topical and controversial issues and I can describe what influences those views. ○ I can describe appropriate research methods and I can evaluate sources for validity and bias. ○ I can reflect on the success of my actions in achieving influence or improving my community; and I can suggest ways of taking the project further in the future. ○ I show understanding of the complexity of identities and diversity in communities and can explain the impact of some of the changes in UK society and the global community. ○ I can begin to evaluate the roles citizens can take in shaping decisions and the extent to which they can influence the operation of the political and legal systems. ○ I can compare the role of the citizens of the UK with those in other parts of the world in order to show the strengths and weakness of other political systems. ○ I can look at different situations and weigh up the implications of where an individual's or group's rights and obligations are contested. ○ I question assumptions and my own views after I have examined relevant evidence. ○ I can take part in an informed debate and can argue points well including those I don't agree with. ○ I utilise and test my research in my own community and draw conclusions about the impact and limitations of each.



Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework)	Closure
1.	L.O.: What 'Self and Society' topics will I study in Yr7?	ALL – will be able to give some examples of 'self' and 'society' topics. MOST – will be able to categorised the topics into two groups – self or society. SOME – will be able to explain the key words in your own words and classify the topics into two categories.	Write as many words as you can from the phrase: Self & Society	Divide the statements into two columns: Self and Society. Remember: - Self is to do with yourself - Society is to do with what happens in our community (around us) and with other people. Pair discussion – show your list to the person next to you and discuss: <i>Do you both agree with each other's lists?</i> <i>Are there any words or topics which you don't understand?</i> Pupils to be ready to feedback to the whole class!	Independent work Pair work	Create a name card & create a title page for your new unit in Citizenship (add any key words from today's lesson and add the topics you will be exploring during the couple of weeks).	Pupils to share their lesson experience: 'Which topics are you looking forward to in Citizenship lessons? Why? Is there anything you are worried or concern about?'
2	L.O.: Can I understand my emotions?	ALL – will be able to identify different emotions. MOST – will be able to describe what makes you feel this way. SOME – will be able to recognise emotions in others.	You have got three minutes to identify as many feelings as you can. Ext: Think of a situation when you felt in a particular way.	Main 1: Can you recognise the feeling? (Pupils to use their homework diaries and the traffic lights (WCRS) in order to vote). Pupils to work in pairs and to mime three feelings toward each other. They should write the feeling down before miming it to each another and keep a record of their score on a white mini-board. AFL - Pupils to give feedback and discuss if they found the activity easy and if not- what made it difficult? Why is it sometimes difficult to understand other people's feelings? Main 2: Demonstrate– Introduce the blob chart. Think about the feelings of the blobs (and how they differ from the straight emotion faces). Pick a blob and write a short background to his feeling this way in school (why, how he came to be this way) and as an extension, how this could be altered). AfL – read students' work as they are progressing. Select those to feed back Differentiation – model one example and have a student model in the same style with a different blob. Extension - compare stories with each other. See if they agree. Feedback – get students to feedback what each other said about their stories so it is not just students feeding back on their own work.	WCRS – voting activity Pair work – miming game Individual work – writing (Main 2).	Write a diary entry describing how you felt on your first day at Stratford school academy. Use/add any pictures and emotions.	Draw a face showing how you feel today or how this lesson made you feel.



4	L.O.: Can I demonstrate the level of Citizenship knowledge I have?	ALL – will be able to demonstrate the level of their Citizenship knowledge. MOST – will be able to describe and explain their points of view by supporting their answers with examples and comparisons. SOME – will be able to analyse and make links between different topics and issues.		Main Pupils to complete the baseline assessment	Peer assessment Stick the table in your book. Swap your book with the person nearest to you.		Self-evaluation Identify two things you have done well and identify one area for improvement.
5	KQ: How can I revise for the assessment on this topic?	To be able to track knowledge on the topic so far. To be able to take away one revision resource. To be able to show a full knowledge and understanding of the topic.	Learners to mind-map everything they can remember about the topic.	Learners to complete revision activities.		Revise for end of unit test. Must bring in a revision resource.	Pop quiz on topic.
6	KQ: How can I show my knowledge on the topic?	All will be able to answer a question on the topic. Most will be able to explain their answers using PPE. Some will be able to describe why people may disagree with their view point.	Set assessment protocol.	Students to complete assessment.		Pupils to research one world religious view on the importance of family and to bring in a piece of scripture to support this.	Learners to self-assess how well they feel they did on the assessment.



7	KQ: How can I improve on my assessment?	All will be able to reflect on their test and see areas for improvement. Most will be able to pick a question to re-draft. Some will be able to add religious scripture to strengthen their answer.	Instructions on general class mistakes.	Read assessment and re-draft question. Learners to research scripture which they can add to support answer.	Re-draft of question.	Pupils to create a mind map for revision of all the topics they have done so far.	Learners read through each other's work for ideas on how to improve their own.
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KQ: How can we deal with bullying in an effective way?

ALL – will be able to define who a bully and a bystander are.
MOST – will be able to explain with examples how to deal with bullying.
SOME – will be able to analyse the effectiveness of different ways of dealing with bullying.

Activate: Students to stick the handouts in their books. Then to indicate their current knowledge on the topic by colouring in the correct box (at the start of the lesson).
AFL (WCRS) – students to show their chosen colours up. Selected students to explain their choices and give the answers. Encourage to make changes if incorrect box highlighted.
Differentiation – all student should and can complete it. Model the task. Visual prompts for SEN/EAL students on the board.
Challenge/Extension: students to write the answers down.

MAIN
Task 1:
Activate: Selected student to recap the rules for Think/pair/Share. Students discuss with one another issues around bullying and bystanders.
Differentiated (targeted) questions: Low - What can you see? (level 2, EAL) Who is a bystander? (Level 3), Medium - Why might a bystander choose not to get involved in a bullying incident? (level 4) H – What is the difference between a hurtful and a helpful bystander? What would they do if they see somebody being bullied? (Level 5). Pictures provided for each table.
AFL: circulate around the room, question individuals. Will be able to detect and address any consistent misconceptions or mis-use of the key concepts. Students to self-mark their definition of a bystander (turn the paper over, tick if your definition is matching the one on the paper, Cross if it doesn't – write the correct one down). Whole class feedback.
Differentiation (I2) – What can you see on this pictures? Is it good or bad?
Hurtful Bystanders
- *instigate* the bullying by prodding the bully to begin.
- *encourage* the bullying by laughing, cheering, or making comments that further stimulate the bully.
- *join* in the bullying once it has begun.
- *Passively accept* bullying by watching and doing nothing. Often without realizing it, these bystanders also contribute to the problem. Passive bystanders provide the audience a bully craves and the silent acceptance that allows bullies to continue their hurtful behaviour.
Helpful Bystanders
- prevent or stop bullying.
- *Directly intervene*, by discouraging the bully, defending the victim, or redirecting the situation away from bullying.
- *get help*, by rallying support from peers to stand up against bullying or by reporting the bullying to adults.

Task 2:

How could bullying affect someone? How can we deal with it?
Activate: Pause the 1st video at 1:48. Ask the pupils to say how they feel, ask differentiated questions and what can be done about it. Feedback. Play the rest of the video to check what could have been done.
AFL: question individuals (targeted qu.).
Differentiation: targeted qu. L2 - Who are the bullies? / Who was bullied? L3 – What has happened? Is there a bystander? L4 - Is a helpful or a hurtful one? Could his role change? L5 - What could have been done in that situation?
If any of the students start to call out the answers ask them to write them down on a post it note.

Activate: re-cap the meaning of a dialog if necessary, go through the success criteria making sure everyone knows what to do, students to scan through different techniques to tackle bullying.
Model: model a short dialog to the class (chose a student to be a person that a bullied friend gets an advise from). Refer back to the success criteria for this task.
AFL: circulate around the room, give brief feedback, targets for improvement, see next slide - randomly chosen student(s) to read their piece of writing aloud and receive verbal peer-feedback (to be recorded in the

Activate: discuss r ~~Page 7 of 8~~ performance, explain the task
AFL: randomly chosen student(s) to read their dialog aloud and receive verbal peer-feedback (to be recorded in the book).

Pair work

Individual work and pair work

Stratford School Academy Schemes of Work

Title: Year 7 Friendship SOW Autumn 1

- Homework: Plenary: Traffic lights from the starter activity.
- Finish the second part of your poster. Consolidate –students to refer back to the KQ and self –evaluate their learning by colouring in the correct box from the ‘at the end of the lesson’ section. It will indicate the progress of all the learners in this lesson.
- Suggest ways of dealing (tackling) bullying from the BYSTANDER point of view! AFL (WCRS) – students to show their chosen colours up. Selected students to explain their choices and give the answers. Encourage to make changes if incorrect box highlighted. Differentiation – all students should and can complete it. Model the task. Visual prompts for SEN/EAL students on the board.



9.	KQ: How can other people affect our self-esteem?	<p>ALL – will be able to define self-esteem. MOST – will be able to explain what parts of our identity we share with others and those we don't. SOME – will be able to compare the way we see ourselves with the way others see us and know how to build self-esteem.</p>	<p>Activate: Students discuss with one another issues around self-esteem. Differentiated (targeted) questions: Low – What can you see on the pictures? (Level 2) What is self-esteem? (Level 3, EAL), Medium - Can you give an example of someone who has a high or low self-esteem? What do they think about themselves? (level 4) H – What factors can affect our self-esteem? (Level 5). Pictures provided for each table to prompt discussion. AFL: circulate around the room, question individuals. Will be able to detect and address any consistent misconceptions or mis-use of the key concepts. Whole class feedback. Differentiations (I2) – What can you see on these pictures? Is it good or bad?</p>	<p>Task 1: What is self-esteem? - Students to write the definition in their own words. Activate: Students to write down (on the inside of the template) their strengths and weaknesses. Demonstrate: show where to write it and provide an example of a strength and a weakness. Differentiation – all students should and can complete it. Challenge: Does the perfect person exist? Give reasons for your answer.</p> <p>Task 2: What is the difference between how we see ourselves and how other people see us? Activate - students to get comments from at least 3 people and have them written down around the outside of the template (the ways that people see them). Demonstrate: Model example on the board. Next step to draw arrows outwards from their features to say if same / different. Show where to write it and provide an example of a comment about somebody else in the classroom. Differentiation - all will be able to complete the inside based on both what they have done before and what they have studied in RE. AfL - circulate and assist (VF) Resources – paper outline of the people, glue</p> <p>Demonstrate – students watch the cartoon then discuss issues raised in relation to the topic. Write down answers to at least three. Differentiation – cartoon models the concept being discussed in the lesson and addresses the issues of identity and conflict in an accessible way. Explain that the expectation is for three questions of differing colours to be completed. http://www.teachertube.com/viewVideo.php?video_id=141823&title=The_Bear_That_Wasn_t or http://www.youtube.com/watch?v=cq0a5JTSGvU&safe=active AfL – PF www ebi for their answers in terms of skills.</p>	<p>Individual work</p> <p>Group work</p> <p>Individual work</p>	<p>Homework: Revision for end of unit assessment</p>	<ul style="list-style-type: none"> • There are 5 tips on how you can build your self-esteem. Explain why they might work. • Challenge: Are there any others? <p>Consolidate –students to describe the top tips to build self-esteem in their own words. AFL – circulate around the room. Give feedback. Pick examples to be read out. Differentiation – Model the task. Visual prompts for SEN/EAL students on the board.</p>
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