PHSE resources for Christmas term

For further information please follow this link

<https://www.pshe-association.org.uk/sites/default/files/PSHE%20Education%20Programme%20of%20Study%20%28Key%20stage%201-5%29%20Jan%202017_2.pdf>

Topic 1

Useful links: re attendance

<http://www.knowsley.gov.uk/pdf/attendance-in-schools-pupil.pdf>

<http://www.colerainegrammar.com/Attendance%20documents/attendance-matters-a-parents-guide.pdf>

re rights and responsibilities

<http://www.bbc.co.uk/education/topics/z22xsbk/resources/1>

KS3:

Ask new pupils to list all the things they imagined about being at Buckswood. If you have international pupils, get them to tell the class what their last school was like.

Ask pupils how many different nationalities we have in the school (Make sure you know! The International Sales Office should be able to tell you). You should be able to quickly establish that Buckswood is a bit different, because of its international nature and that we need to show respect and understanding to everyone, even if it’s hard to do that, sometimes. (If this should ever be the case, remind pupils they can always go to the Hub, or speak to our Independent Listener)

Elicit what the students think our school rules are. You should get some interesting answers from international pupils

Go through the school rules with the class, eliciting why these are important. Bear in mind that ‘punctual’ and ‘prepared’ might not mean the same for all nationalities, so spell this out and explain our expectations re attendance, punctuality and being ready to learn.

You could get your class (probably forms 1 and 2) to create a class coat of arms, taking in elements of some of the national flags of the children in the class?

KS4

Ask new pupils to list all the things they imagined about being at Buckswood. If you have international pupils, get them to tell the class what their last school was like. Ask the ‘old’ pupils to reflect on their assumptions and the reality of life in an international school.

Give the class the school rules, including what’s expected re attendance and punctuality. Elicit why these are important. Get the class, in groups to write a welcome letter, including useful information about school rules, as well as living in our international community, to new pupils. It’s fine if they have some fun with this. When they’re done, get each group to read their letters out to the class or put them up in the class for everyone to read. From these letters, you should be able to elicit and emphasise the key rules for living and working together at Buckswood.

KS5

You can adapt KS4 materials, but it might be worth getting ‘old students’ to reflect on their changing perceptions of our international community: the great things as well as the difficulties they’ve had. New students should also have the chance to express their feelings about coming into a new community and what they need to make it a fruitful place to work. Get the students to note that people from different cultures might see things differently and that they need to respect other people’s views, even if they disagree. Remind them that if things get difficult they can always speak to the DSLs in the Hub or our independent listener The telephone number is in the hub and should also be on posters around the school.

You will need to go over the rules and expectations of our 6th formers, particularly re attendance and punctuality. Be clear that we cannot tolerate behavior that breaks the law: drinking, smoking and taking banned substances under age, or supplying these to under-aged pupils, for example. Remind students that alcohol is not to be drunk on school premises, including boarding houses.

Week 2 All Key stages

In the following week, you can get pupils to reflect on their changing feelings as they settle into school life, note attendance, punctuality, attitude to learning etc and comment on this.

Ask them to talk about the things they appreciate and those they find difficult (You might want to do this in small groups then ask them to feed back to the class)

Week 3: Cultural awareness

KS3 and KS4

There are several power point presentations on the PHSE page for you to download and edit/use.

Key questions are: What is culture? How does my culture affect the way I see the world?

You might use the following sentence as an example: Get the class to imagine the following:

“He went in, sat down and ate his evening meal” Get them to tell you what they imagined.

Then tell them the ‘he’ is an Inuit, then a Chinese businessman, an African tribesman, a North American Indian, a British student, etc and get them to imagine what the place was that the man entered in each case, where he sat and on what, what he ate, how and with what…

Here’s another idea.

Tell the class

“Imagine you had to take an intelligent alien around Buckswood. How would you explain it to your alien friend?” (You might want to get the class to do this as a roleplay. It’s quite fun to do and very revealing)

Ask

Which Buckswood norms and customs feel strange and are different from your own? Ask the students to explain this if they can.

KS5

You are welcome to adapt the power point presentations on the PHSE resources page, as well as the lesson intros above, but there are two or three lesson plans that might be more suitable for KS5 students. One is to help students understand the nature of culture and why different perspectives/opinions re our cultural norms can seem hurtful and ‘wrong’. The other is an exercise to show that norms (rules that are not written) can be just as important to community living.

Week 4

You can use this time to get your pupils to reflect on how they feel about the ‘Buckswood culture’. It might be a good time to suggest that day pupils invite a boarder home for tea, so they can share the culture of a British home. In boarding meetings ask the pupils in your care to talk about their acclimatization process and what is different here, from their home country view of things. When we ask pupils to show respect for each other, what does this really mean for pupils from different countries?

Week 5

Core British Values: What are these?

<https://www.gov.uk/government/news/guidance-on-promoting-british-values-in-schools-published>

There are plenty of Powerpoint presentations and discussion prompts to choose from, on the resource page. Feel free to choose what will best suit you and the age of the pupils in your form.