PHSE resources for Christmas term

For further information please follow these links

<https://new.thinkuknow.co.uk/professionals/resources/thinkuknow-toolkit/>

<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. Remind pupils that we expect absolutely impeccable behavior regarding girlfriend/boyfriend relationships. (You might need to be really clear about the rules, here and how we expect males and females to be treated equally and with respect (for some of our international students who may have different norms.

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

<https://www.internations.org/guide/global/cultural-awareness-15426>

<https://www2.warwick.ac.uk/fac/soc/al/globalpad/openhouse/interculturalskills/global_pad_-_what_is_culture.pdf>

<http://vorkspace.com/blog/index.php/7-ted-videos-about-cultural-differences/>

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.

A rather extreme example of conflicting cultural perspectives is FGM. The very vocabulary chosen to describe this act shows that in our society, it is considered a violent, hateful crime against women, but for the cultures where this is practiced, it’s seen as a rite of passage from girlhood to womanhood.

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.

Week 6: follow up:

For boarders it would be interesting to focus on the similarities between core British values and those of boarders’ home countries, though it’s worth pointing out that the rule of law here in the UK is not open to negotiation or discussion, as it is in some countries. The UK is part of a group of countries with a ‘universalist’ culture, where the belief is that the rule of law applies to everyone. This universalist view, is one if the reasons why British people are mainly punctual and well-prepared for any kind of appointment or meeting. Lateness or any kind of ‘lack of respect’ for rules and regulations is not at all appreciated in universalist cultures.

Universalism, however, can give us ethical dilemmas regarding, for example, the right to freedom of speech, when people representing organisations with whom we do not agree, give public voice to opinions we may despise, or consider dangerous. We may wish we could silence such groups, but this would be against the law. We have the right to protest, however. Universalism is one of the reasons we are having such a hard time over Brexit. Only 4% more people in the country voted for this and so we are now going through the process. In an individualist culture, there would be very powerful arguments for a second referendum or, the 4% might not be considered a significant enough figure to warrant such cataclysmic change to the country…

Week 7 Half Term

Week 8: Core British Values (2) equality, tolerance and respect

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying>

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying>

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/race-and-faith-targeted/what-race-and-faith-targeted-bullying>

Equality icebreaker: You could use this ice breaker with all Key stages. It’s an easy way into thinking about equality.

3 people are in a hostage situation 1 captor and 2 hostages. The police are called and all the information they have is that the captor is called Isaac and the people concerned are a doctor a manager and a builder

The police burst into the room and immediately incapacitate the manager. How did they know who was holding the other 2 hostage? (answer: because the other 2 were women)

There are lots of powerpoints and discussion points to elicit the key elements of Core Values of equality, tolerance, respect in the resource bank on the PHSE page for you to download and use and I’m sure you will all have anecdotes or can elicit some from pupils in your forms that can contribute to the class discussion.

Week 9 follow up: There are lots of resources you can use to stimulate discussion re these ideas. You might even ask pupils to conduct a survey into how well the Buckswood community enshrines the equality code, tolerance and respect. The findings will be interesting reading! It’s important to draw out is that bullying is one of the things we don’t tolerate. There are some links to great resources re this above.

Week 10: Online Safety and Cyber-bullying

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/teaching-resources/>

<https://childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/>

<http://www.bullying.co.uk/cyberbullying/>

All classes can use the lessons in the links above. KS5 groups may want to focus on identify theft and talk about the kinds of cyberbullying that may affect them, including blackmail following sending sexy pics of themselves to a ‘boyfriend’ or ‘girlfriend. CSE is a dangerous and particularly nasty form of cyber bullying, which can have tragic consequences. Some of the film clips in the links above show how easy it is for abusers to stalk and catch their prey, when young people are not aware of how to keep safe online.

Week 11

Follow up could take the form of getting your groups to carry out safety checks on their electronic devices and ensure that their security settings are appropriate. Instagram and Facebook should have the ‘location finder’ (not to be confused with the Find my Phone app) disabled.

Week 12

Extremism and Radicalisation

<https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/>

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/addressing-extremism-and-radicalisation-lesson>

There are powerpoints and worksheets for KS3-4 and one for KS5 on the PHSE page

Your own PREVENT training should also help you, if you don’t like/want to use the resources provided.

NB Remember to prepare for the coming week. Each year group will have one of the topics covered in PHSE this term. They will need to revise/research the topic ready for the coming week

Form 1: pupils’ rights and responsibilities at Buckswood

Form 2: Core British Values

From 3: Equality, tolerance and respect

Form 4: Online Safety

Form 5: Bullying and cyber bullying

L6: Radicalism and extremism

U6: Cultural Awareness

Week 13

Each group has 55mins to provide a resource (poster/leaflet/roleplay/poem/newspaper article etc) to demonstrate their understanding of their allocated topic. There will be an exhibition of the best of these resources during the week, so make sure you record any roleplays and collect in all the work. Prizes will be given for the best work in each year group.