

Developing learning skills

Helping students thrive in a new key stage

KS3: Thriving in Secondary School



*Ensure you read the guidance before teaching the lesson

Using this PowerPoint

- The slides in this presentation are divided into two sections:
 - (i) **Teacher slides** (purple) – provide key information regarding lesson preparation
 - (ii) **Pupil slides** (white) – provide a visual focus point for pupils during the lesson and delivery notes for teachers about the activities. Click ‘notes’ to view these.
- Ensure that you select ‘Use Presenter View’ under the ‘Slide Show’ tab – this will allow you to preview the teaching notes on your monitor while the main presentation is displayed on a screen/smartboard.



Challenge and Support

The lesson includes suggestions for challenge and support activities, to help you differentiate appropriately for your class.

Challenge activities deepen and extend the learning for those who need more challenge or who finish the activity quickly.

Support activities are adapted to be more accessible for those who need it.

Look for the logo on the pupil slides.
See delivery notes for details of the activities.



Context

This lesson focuses on adapting to and thriving by exploring why school rules exist, who students can ask for help, and the importance of respect, both in school and in the PSHE education classroom.

Year 8

Setting the scene for the school year, thinking about values and behaviour in the school environment, how it impacts our learning, and how our behaviour impacts on other people.

Learning objective

- To learn about transition to secondary school and adapting to new environments.

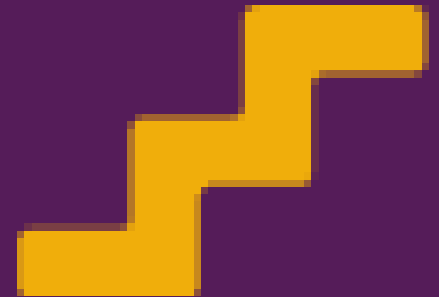


Teacher
slide

Learning Outcomes

Students will be able to:

- Identify school rules and people who can help
- Describe ways to demonstrate respect in the school community
- Explain how to create a respectful environment in our PSHE classroom





Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.

Duration

This has been designed to be taught as a **60 minute** PSHE education lesson

Resources

- Box or envelope for anonymous questions
- Flipchart paper and pens
- Resource 1: *Overheard conversation* (one per student)
- Resource 2: *Respect in the school community – matching activity* (support option, one per student as required)
- Resource 3: *Ground rules in PSHE education* (support option, one per student as required)

Further guidance

Members of the PSHE Association can access our website for further guidance

www.pshe-association.org.uk

Lesson summary

**Teacher
slide**

Activity	Description	Timing
1. Introduction	Introduce learning objectives and outcomes. Set up and explain the anonymous question box.	5 mins
2. Baseline assessment	Students demonstrate their understanding about transition to secondary school by responding to an overheard conversation.	10 mins
3. The big picture	In pairs, students consider a school's aims and the rules that might help them to achieve these aims.	10 mins
4. Quiz	Students complete a quiz about PSHE education.	10 mins
5. Mind map	In groups, students mind map ground rules for PSHE lessons and create a class set from these.	15 mins
6. Reflection and endpoint assessment	Return to overheard conversation from the baseline. Students reflect on sources of support.	5 mins
7. Signpost support	Respond to questions and signpost students to relevant support.	5 mins



Thriving in Year 8



Learning objective:



To reflect on the 'big picture' - your secondary school journey and adapt to new challenges.

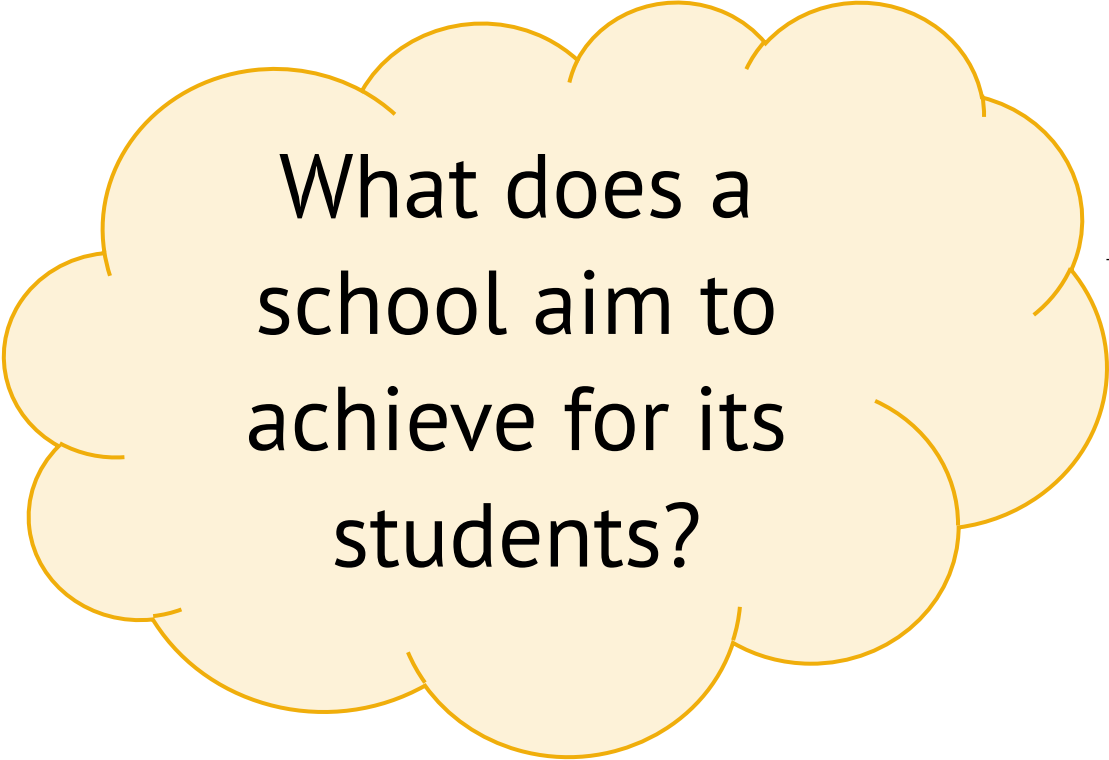
We will be able to:

- Identify school rules and people who can help
- Describe ways to demonstrate respect in the school community
- Explain how to create a respectful environment in our PSHE classroom

The big picture

In pairs, discuss and note down what aims a school might have for its students.

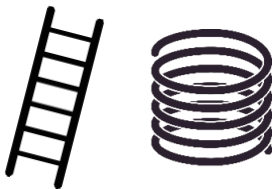
For example...



What does a school aim to achieve for its students?

Aim: Ensure students are safe and healthy when they are in school

Rule: Only eat in designated areas



The big picture

Aims

- Keep students safe
- Make sure everyone feels respected
- Make sure everyone feels supported
- Ensure student wellbeing is supported
- Ensure students make progress in their learning
- Ensure students have opportunities outside of lessons
- Create a pleasant working environment

Rules

- Be polite and courteous around school
- Walk in the corridor; don't push or run
- Treat each other with kindness and respect
- Listen to the teacher and each other
- Complete homework on time
- Arrive prepared with the right equipment
- Arrive on time
- Take care of school equipment
- Know where to go for help

What is respect?

Respect: Politeness, honour and care shown towards someone or something that is considered important.

This may mean a person acts in a way that shows they care about others' feelings.



A: I saw a teacher stop an older student to speak to in the corridor because she was running - there are so many rules to remember and everyone keeps talking about the importance of showing respect.

Do you think the teacher is showing respect to the student when challenging their behaviour?

What is PSHE Education all about?

1. What does PSHE stand for?

- a) Personal, School, Home Education
- b) Personal, Social, Home, Environment
- c) Personal, School, Hearts, Economic
- d) Personal, Social, Health, Economic

2. In PSHE education lessons, students have to share personal reflections with the class...

- a) Always
- b) Never
- c) If they choose to
- d) Sometimes

3. PSHE education is taught...

- a) In year 7 only
- b) Through all school years
- c) This term only

The answers

1. What does PSHE stand for?

d) Personal, Social, Health, Economic

2. In PSHE education lessons, students have to share personal reflections with the class...

c) If they choose to

3. PSHE education is taught...

b) Through all school years

Why do we need respect in the PSHE classroom?

A respectful environment enables everyone to take part in lessons

A respectful environment helps people to learn about new topics and develop new skills



A respectful environment enables everyone to feel included

A respectful environment enables everyone to make progress

A respectful environment enables everyone to share their ideas without judgement

Ground rules

In small groups, mind map all the 'ground rules' that you think would be helpful to have in place in the PSHE education classroom.

- [Add your class rules here]



Reflection and endpoint assessment

Revisit the aims from the beginning of the lesson.



How are our school rules and the rules we follow in society similar?

Is there a reason for this?

Signposting support

If you have any questions or concerns about transition to secondary school, speak to:

- Tutor
- Head of year
- Trusted member of staff in school.
- Contact Childline: www.childline.org.uk
0800 1111



Extension activity

Make a poster of the agreed class ground rules.

Put the ones you think are most important first.

