



<u>Reading</u>		<u>Writing</u>		<u>Speaking and Listening</u>	
<ul style="list-style-type: none"> <li>• Read for meaning and comprehend texts and articles used</li> <li>• To understand arguments and differing perspectives presented</li> <li>• Understand specific vocabulary that applies to RSHE topics</li> <li>• Contextualise scenarios</li> </ul>		<ul style="list-style-type: none"> <li>• Communicate in a clear, precise and concise manner</li> <li>• Articulate an argument</li> <li>• Elaborate and extend explanation of perspectives</li> <li>• Describe and explain</li> <li>• Analyse different perspectives</li> <li>• Structured notes e.g. Effective use of bullet-points and top tips</li> <li>• Use of key terms/ vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Use formal vocabulary to explain, evaluate and elaborate points</li> <li>• Articulate understanding and comprehension of perspectives given</li> <li>• Use eye contact with the audience</li> <li>• Project so their voice is heard during whole-class feedback</li> <li>• Respectfully listen to others' points of view as part of LORIC</li> <li>• Respectfully respond to other's questions as part of LORIC</li> </ul>	
<b>Strategies/pedagogy to support...</b>					
<ul style="list-style-type: none"> <li>• Dual Coding</li> <li>• Focused comprehension questions</li> <li>• Bedrock mapper sequenced to pre-teach vocabulary</li> <li>• Guided Reading/ Reciprocal reading e.g., 'Popcorn reading'</li> </ul>		<ul style="list-style-type: none"> <li>• Modelling how to construct a two-sided argument/ debate</li> <li>• "I, We, You" writing models</li> <li>• Sentence starters and gap fills</li> <li>• Sentence crafting, making use of key terms/vocabulary required</li> <li>• Self-assessment e.g., Baselines and 3-2-1 Challenges</li> <li>• Because, but, so, therefore</li> </ul>		<ul style="list-style-type: none"> <li>• Probing questions to encourage higher order thinking</li> <li>• Well planned, layered questioning</li> <li>• Accountable Talk</li> <li>• Talk for writing (Structured talk) &amp; paired writing</li> <li>• Upgrading learner responses – elaborate and extend, specifically focusing on incorporating key terms/vocabulary into verbal responses.</li> </ul>	
<p><b>Combining reading and writing:</b> Reading texts that support developing student's understanding of RSHE and its importance to their Personal Development. Reading and discussion of key aspects/topics/perspectives used within RSHE, combined with simplified note taking strategies, answering questions and visual clips to extend and elaborate understanding.</p>					
<b>Curriculum opportunities (Year 9)</b>					
<b>HT1</b>	<b>HT2</b>	<b>HT3</b>	<b>HT4</b>	<b>HT5</b>	<b>HT6</b>

<p><b>Y9 Day 1</b></p> <p><b>Character sessions Relationships</b></p> <p><b>Contextualising</b> Exploring different relationship scenarios and Using discussion to analyse and contextualise the situation(s) in order to develop a better understanding of relationship complexities and to identify possible conflict resolution.</p>	<p><b>Y9 Day 2 British Values</b></p> <p><b>Character sessions Human Rights</b></p> <p><b>Modelling</b> - deployment of specific vocabulary used when discussing or writing about this aspect. Articles read will contain new vocabulary.</p>	<p><b>Y9 Day 3</b></p> <p><b>Character sessions Safety First</b></p> <p><b>Guided and Reciprocal Reading</b> – Instructions on how to administer First Aid.</p>	<p><b>Character sessions Prevent</b></p> <p><b>Bedrock mapper</b></p> <p><b>Talk for writing (Structured talk) &amp; paired writing – Discussion</b> of key terms used such as ‘Radicalisation’ and ‘Extremism’. Exploring through discussion of reading materials cause and consequence of this.</p>	<p><b>Y9 Day 4</b></p> <p><b>Character sessions Personal Health and Wellbeing</b></p> <p><b>Sentence crafting</b> – writing articulate sentences to express how we feel or to demonstrate empathy</p>	<p><b>Y9 Day 5</b></p> <p><b>Character sessions Global Citizenship</b></p> <p><b>Articulate an argument</b> in order to debate Global issues/concerns raised by these sessions</p> <p><b>Upgrading learner responses – elaborate and extend</b> – Reasoning and showing respect for others points of view even if they differ from others.</p>
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