



An integrated programme of
PSHE, citizenship and careers
education for keystage 3

HIGHFLYERS

Acknowledgements

I would like to thank my husband and business partner 'Mike Shaw' for his encouragement ('Stop moaning and get on with it!') and, as ever, for turning my piles of words and notes into a presentable pack.

I would also like to thank all those customers who rang us up asking if we had anything for Year 7 - it helps to think there might be a market for all this hard work. Last, but not least, I would like to thank Linda Reason for helping me to see how a personal development curriculum might be possible when she ran a workshop at a conference in York and made us see the overlap and harmony between the learning outcomes for PSHE, Citizenship and Careers Education. Thanks everyone.

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About this resource

This pack has been designed in response to requests from customers who, in recent years, have been struggling to find enough time, in an already crowded curriculum, to deliver PSHE, Careers and Citizenship. Whatever the merits of each subject area, and there is little doubt amongst enthusiastic practitioners that each subject could easily fill a timetable on its own, the harsh reality is that in many schools these three subjects end up fighting over the same slots in the timetable. This is very sad because on closer inspection it is clear that all three subjects share common themes and topics and are inter-related not only in terms of some of the subject matter but also in terms of preferred methodology and underlying skills development. So, with this in mind, I set about trying to merge the three subjects in such a way that the topics which overlap are merged together and distinct areas are kept discrete. However, this is not an easy task and, in my opinion, the best way to do this is to spread the learning outcomes across the keystages. This means that not all the Key Stage 3 learning outcomes are covered in both Year 7 and Year 8, but across the two years they are. The same applies to Key Stage 4. The full range of learning outcomes are covered but spread across the three years of that stage - Years 9 to 11. This has implications for you, the user, if you only use this programme for one of the years. You will need to ensure that the learning outcomes not tackled in that year are covered elsewhere in the curriculum if you want to say that you have covered all the requirements for each of the three subjects.

How to use this resource

The materials in this pack can either be used as a scheme of work for a combined PSHE, Careers and Citizenship programme (sometimes called a Personal Development Curriculum) in Year 7 or they can be dipped into and used to support and develop an existing programme. It is also designed for use by non-specialists as well as those staff already experienced in these subject areas. However, it does need staff who are happy to use participative, activity based approaches to teaching and learning.

The Learning Outcomes

The grid on page 4 shows which sections of the learning outcomes for the 3 subjects are tackled in each lesson. However, the actual learning outcomes covered are included in each lesson plan, in the right hand column under the Related Learning Outcomes heading. The grid below shows the main themes covered in the rest of the U3 programme, as it develops across the 5 years of Key Stage 3 and 4.

The lesson plans

Each lesson plan, under the Method heading, outlines the activities to take place. The Resources required are listed and the classroom materials such as worksheets, handouts, OHTs and tutor notes can be found at the back of the pack. Each lesson has been written to fill a one hour slot but this is only a guide as most of the lessons can be expanded or contracted by allowing more or less time for the active elements and, in most cases, some of the activities can be dropped to make for a shorter lesson. However, as one of the key aims of citizenship is to encourage participation, communication and work with others you will need to think carefully about how 'inactive' you make the lessons as this may result in certain Citizenship outcomes not being addressed. The Aims of each lesson are stated and the Notes section includes comments designed to help users avoid common pitfalls or cope with tricky bits in the Methodology. Some of the lessons offer more than one way to tackle a topic so you will need to read the lesson plans carefully in advance to decide which approach you want to use. It is also very important to read the Notes on this term, which precede each term's lesson plans as they give early warning of things that need sorting out in advance if the programme is to run smoothly. If you enjoy using this programme then please take a look at the next U3 pack for year 8. Visit our website for details. As always, we welcome any comments and feedback.

Jackie Hartley and Mike Shaw

The U3 series - overview					
Main theme	Key Stage 3			Key Stage 4	
	Year 7 (11-12yrs)	Year 8 (12-13yrs)	Year 9 (13-14yrs)	Year 10 (14-15yrs)	Year 11 (15-16yrs)
About me	Be yourself	Be healthy	Be strong	Be focussed	Be ready
About my world	Know your community	Know your country	Know your world	Know your mind	Know where U R going
About change	Making sense of things	Making things happen	Making a difference	Making plans	Making it work

An integrated learning framework for Careers, PSHE and Citizenship at Key Stage 3

A Learning Framework - Key Stage 3		Careers Education and Guidance			Personal, Social and Health Education			Citizenship		
Lesson	Self development	Career exploration	Career management	Developing confidence & responsibility and making the most of their abilities	Developing a healthy, safer lifestyle	Developing good relationships and respecting the differences between people	Knowledge & understanding about becoming informed citizens	Developing skills of enquiry and communication	Developing skills of participation and responsible action	
1	Introducing the U3 programme	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
2	Likes, dislikes and feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		
3	Skills, knowledge and experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		
4	Personality and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		
5	Important people in my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>		
6	Me and my box (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	
7	Me and my box (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	
8	Setting goals for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	
9	Know your school	<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>		
10	Improve your school	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	The local neighbourhood	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Crime and young people		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>		
13	The court decides		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Groups in our community						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Conflict between groups			<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16	Changing the local neighbourhood	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17	Making sense of feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18	Thinking v. feeling	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19	Controlling anger	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20	Dealing with conflict	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21	Coping with change	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22	A changing world		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23	The cost of living		<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
24	Review and evaluation	<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>	

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Year 7 term 1

Term planner

	Lesson plan	page	Linked resources on ...		page
1	Introducing the U3 programme	10	U3 Find someone who Newspaper Headlines Best known for?	OHT W W OHT	63 64 65 66
2	Likes, dislikes and feelings	12	Likes and dislikes slips Things I like and don't like I like, I don't like Showing your feelings	TS W C TS	67 68 69 70
3	Skills, knowledge and experience	14	Skills Knowledge Experience Skills, knowledge, experience Where might they lead?	OHT OHT OHT TS W	71 72 73 74 75
4	Personality and values	16	Words that describe me What sort of person would you need to be? Our Values My Values	W W W W	76 77 78 79
5	Important people in my life	18	Important people in my life Important events in my life Who & what influenced them? What is likely to happen?	OHT W OHT W	80 81 82 83
6	Me and my box (1)	20	Make a box template Me and my box	H W	84 85
7	Me and my box (2)	22			
8	Setting goals for myself	24	Ships Things I want to get better at doing In and around What are their goals? Setting goals	OHT OHT F W W	86 87 88 89 90

Key	OHT	overhead transparency
	W	worksheet
	TS	tutor sheet
	C	cards
	H	handout
	F	flipchart

Notes on this term

Theme: About me
Focus: Be yourself

This term focuses on helping the students to settle into the programme and then to think about the sort of person they are. It also challenges them to think for themselves and to realise the difference between what *they* think and want and what others around them want them to think and want, hence the focus of 'Be yourself'.

All the lessons need preparation so it is a good idea to read through them all now and then make the necessary arrangements to copy the materials provided and gather together the other props needed. For example, the first lesson suggests you compare a photograph of a person with a real person or a sheet of paper with a box so you would need to get hold of a photograph or a box.

In some instances you might want to produce your own materials. For example, you might think that the examples of famous people used would not mean much to your students so would need to prepare other, more relevant, examples. This particularly applies to lessons 1 and 5.

Lesson 6 requires students to produce a box from a given template. The template provided is small so you might want to enlarge it. Also we recommend you produce an example box about you and this might take a little time to assemble. You might also want to try and source some pre-made boxes for use in this lesson.

In lesson 7 it would be quite nice to invite along other staff like the careers adviser or a governor so that this session becomes a celebration of each student's uniqueness.

Introducing the U3 programme

Aim

- To introduce students to the programme and encourage them to talk to each other and get to know each other better
- To help students recognize the difference between personal, community and career achievements
- To help students to understand the importance of developing all three aspects if they are to live full and active lives

Resources

A copy of the OHT *U3* on page 63

Copies of the *Find someone who ...* worksheet on page 64

Copies of the worksheet *Newspaper Headlines* on page 65

A copy of the OHT *Best known for?* on page 66

A sheet of paper and a solid object (see Method 2)

Whiteboard/blackboard

Notes

Point 1: If you are going to run the programme for one year only you will need to modify this opening explanation.

Point 2: Another way to illustrate the 2 versus 3 dimensional idea is to hold up a photograph of a person and ask the group if this shows them everything they need to know about that person. Where people are concerned 3 dimensions are better than 2.

Point 8: Don't use Princess Diana if you think the group will not remember her. Try to pick someone they all know who is known for more than one thing. It might be a pop star who does charity work, or a footballer who is famous for being a good parent or such. It might be someone who has come and worked with them in school - a famous sportsperson, poet, artist in residence, etc. You might want to redo this list using people more relevant to your students.

Point 10: You might also want to discuss negative behaviour because some people are remembered for that. You could point out that that sort of behaviour tends to restrict your life rather than expand it as people and organisations avoid or shun you, jobs are lost, anti social curfews are issued and so on.

Method

1. Begin by welcoming the students to the programme. Explain that over the next 5 years they are going to be following the U3 programme. See Notes. Why is it called the U3 programme? Put up the *U3* OHT and explain that it is because the programme is about them looking at their lives from three different angles, which are:
First: You and your personal life - who you are as a person, what is happening in your personal life, how to look after and make the most of who you are as a person. (PSHE)
Second: You and your community - where you fit in your community, what it means to be a citizen in this country, looking at the roles and responsibilities you might take on in the wider world. (Citizenship)
Third: You and your career - where your strengths lie, what sort of education or training might suit you and what sort of career or work you might want to pursue in the future. (Careers)
2. Then explain why they need to look at themselves from 3 angles. Hold up a piece of paper. Explain that the paper is 2 dimensional in that it has a height and a width and this means it is flat. Then hold up a solid object (preferably a box of some sort) and explain that this is 3 dimensional in that it has a height, a width and a depth and this means it is a solid object. For them to be a fully rounded person as they grow and develop they need to explore all 3 of these aspects of their lives. (See Notes.) This doesn't mean that they need to excel in all three areas but they need to explore them so they can make choices about how they want their lives to shape up. Say you will return to this in a minute.
3. Then explain that this programme is not just about them listening to you talk. It is also about them doing things and trying things out so it is important that they feel comfortable in this group. So to start with you want them to spend a bit of time getting to know each other. They don't need to know loads of people, three or four is fine, but it can take time to find those people we get on with and who can become our friends (if they already have friends in the group it doesn't hurt to get to know other people better), so in this session you want to try and speed this 'getting to know you' process up a bit.
4. Give everyone a copy of the *Find someone who* worksheet and explain that they have to go

round the room finding one name to go in each circle. Point out that there can be no swapping of names once they are written on the sheet and each name can only appear once.

5. Ask them to sit down. Point out that they now know something different about each person in the group. Ask them if they were surprised by any of them. Then stress that we are all different and we must respect everyone's right to be who they are. We may feel more comfortable with people who are like us but if we only ever spend time with like minded people we could miss out on things that they don't know about.
6. Now tell them you want to get back to this business of looking at your life from 3 different angles. Ask the students to get into groups of 3. Give each group a copy of the worksheet *Newspaper Headlines* and ask them to read them. Ask them to decide what each person is being written about for and then ask them to circle the correct letter under each article. (You may want to work through the first one with the whole group.)
7. Take feedback by either going around the groups one at a time and asking them to answer for one headline or by inviting responses to the front. Point out that these people might be good on other fronts too but in this headline they are being praised for one particular aspect.
8. Then put up the OHT *Best known for?* Then talk about Princess Diana. Ask the students to say what they think she was best known for. Explain that people can be remembered for more than one area of their lives. So Princess Di might be remembered for being a good mum (P) and a good charity worker (C) (See Notes).
9. Then ask the students to work in pairs and briefly think about each person listed on the OHT. They need to decide what that person is best known for, using the same approach they took with the newspaper headlines. Then take feedback by asking for all the people on the list who are best known for their personal achievements, then all people on the list who will be remembered for community achievements and so on.
10. Finish by pointing out that not everyone is going to make their mark through their career or job. Some people achieve a lot more in their personal lives and in their community work. See Notes. These are as important if not more important. Also, many rich popstars and sports people get involved in charity work because they say they 'want to put something back'. Think about the Live Aid and Children in Need programmes - often famous people give their time free because they know just working and focussing on themselves is not enough in the long run. Some famous people become ambassadors for charities and other organisations. Why? Because we all need all 3 elements if we are to be fully rounded individuals (remind them of the paper and solid object example). In this programme they are going to be looking at how they can develop on all three fronts because if they want a full and interesting life they need to address all three aspects.

About Me theme

Term focus: Be yourself

Related Learning Outcomes

PSHE

- to recognize some of the cultural norms in society, including the range of lifestyles and relationships
- to respect the differences between people as they develop their own sense of identity
- to empathise with people different from themselves

CAREERS

- to recognize that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work

CITIZENSHIP

- to use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own
- to contribute to group and exploratory class discussions, and take part in debates