

Exercise	Ofsted	PSHE	English
<p>Video Exercise</p>	<ul style="list-style-type: none"> Develop the appropriate language and confidence to describe unwanted behaviours. 	<p>Core Theme 1: Health and wellbeing Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> to be able to accept helpful feedback or reject unhelpful criticism <p>Core Theme 2. Relationships</p> <ul style="list-style-type: none"> the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.) different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) to understand what expectations might be of having a girl/boyfriend about the emotional aspects of relationships 	<p>Spoken English Pupils should be taught to:</p> <ul style="list-style-type: none"> speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
<p>Character Profiles</p>	<ul style="list-style-type: none"> Develop good strategies to resist peer pressure to make unhealthy or unsafe choices. 	<p>Core Theme 2. Relationships Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> to recognise, clarify and if necessary challenge their own core values and how their values influence their choices to explore the range of positive qualities people bring to relationships different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests) to understand what expectations might be of having a girl/boyfriend 	<p>Spoken English Pupils should be taught to:</p> <ul style="list-style-type: none"> speak confidently and effectively, including through: using Standard English confidently in a range of formal and informal contexts, including classroom discussion.
<p>Character Videos</p>	<ul style="list-style-type: none"> Develop good strategies to resist peer pressure to make unhealthy or unsafe choices. 	<p>Core Theme 1: Health and wellbeing Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations <p>Core Theme 2. Relationships</p> <ul style="list-style-type: none"> the features of positive and stable 	<p>Written English Pupils should be taught to:</p> <ul style="list-style-type: none"> write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of

		<p>relationships (including trust, mutual respect, honesty) and those of unhealthy relationships</p> <ul style="list-style-type: none"> to understand what expectations might be of having a girl/boyfriend about the emotional aspects of relationships to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted 	<p>purposes and audiences, including:</p> <ul style="list-style-type: none"> stories, scripts, poetry and other imaginative writing <p>Spoken English Pupils should be taught to:</p> <ul style="list-style-type: none"> speak confidently and effectively, including through: improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.
Ask Emma	<ul style="list-style-type: none"> Recognising & reducing risk, minimising harm. 	<p>Core Theme 1: Health and wellbeing Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted 	<p>Written English Pupils should be taught to:</p> <ul style="list-style-type: none"> write accurately, fluently, effectively and at length for pleasure and information through: writing for a wide range of purposes and audiences, including: a range of other narrative and non-narrative texts, including arguments, and personal and formal letters
Group Debate	<ul style="list-style-type: none"> Develop the appropriate language and confidence to describe unwanted behaviours. 	<p>Core Theme 2. Relationships Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness 	<p>Spoken English Pupils should be taught to:</p> <ul style="list-style-type: none"> speak confidently and effectively, including through: participating in formal debates and structured discussions, summarising and/or building on what has been said.

<p>Research</p>	<ul style="list-style-type: none"> • Prepare young people for adult life by helping them to develop knowledge of how to access further advice and support 	<p>Core Theme 2. Relationships Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness 	<p>Written English Pupils should be taught to:</p> <ul style="list-style-type: none"> • write accurately, fluently, effectively and at length for pleasure and information through: • writing for a wide range of purposes and audiences, including: • well-structured formal expository and narrative essays • notes and polished scripts for talks and presentations • plan, draft, edit and proof-read through: considering how their writing reflects the audiences and purposes for which it was intended • paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.
<p>Presentation</p>	<ul style="list-style-type: none"> • Prepare young people for adult life by helping them to develop knowledge of how to access further advice and support 	<p>Core Theme 2. Relationships Pupils should have the opportunity to learn:</p> <ul style="list-style-type: none"> • the support services available should they feel or believe others feel they are being abused and how to access them <p>Core Theme 3: Living in the wider world</p> <ul style="list-style-type: none"> • about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills 	<p>Spoken English Pupils should be taught to:</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point