

## Year 9 Assembly and Tutor Time Schedule

Week Beginning	Theme	Personal Development Session
	Ready, Respect, Safe	<b>Welcome Back</b>
5 September	Ready	<p style="text-align: center;"><b>Ready Respect Ssafe and The Road Ahead</b>  <b>Standards &amp; Expectations (School mission &amp; Values) Assembly from the Headteacher</b></p> <ul style="list-style-type: none"> <li>Identify the options available to me at the end of Key Stage 3, sources of information, advice and support and the skills to manage this decision-making process</li> <li>Routes into work, training and other vocational and academic opportunities and progression routes</li> <li>To know the benefits of setting ambitious goals and being open to opportunities in all aspects of life</li> <li>To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations</li> </ul>
12 September	Ready	<p style="text-align: center;"><b>21<sup>st</sup> Century Skills LORIC</b>                      (Leadership, Organisation, Resilience, Initiative &amp; Communication)</p> <ul style="list-style-type: none"> <li>What is the use of context?</li> <li>What is the initiative?</li> <li>Why do we need it?</li> <li>What skills are needed?</li> </ul>
19 September	Ready	<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Close Reading: Exploring how much information we collect from a text/visual prompt and how we can use our skills to improve this. Emphasising the importance of studying a text closely</li> <li>Practising close reading techniques and exploring these possibilities</li> <li>Close reading practice: creating and answering questions based on a given text</li> </ul>
26 September	Respect/Safe	<p><b>eSafety</b>                      How to identify risk and manage personal safety in increasingly independent situations, including online</p>
3 October	Respect – Difference & Diversity	<p><b>Black History Month</b>                      21 October 2022 – ‘Show Racism the Race Card’                      The Red Card.Org                      Key figures who have changed the world</p>
10 October	Respect/ Safe	<p style="text-align: center;"><b>Careers in The Curriculum</b></p> <ul style="list-style-type: none"> <li>Exploring what University is</li> <li>Discuss why go to university</li> </ul>
<b>17 October</b> <i>Friday 21 October</i> <i>Wear Something Red</i>	Ready, Respect, Safe	<p><b>Human Values/ British Values / Our Community Values</b>                      To know laws and by laws relating to young people’s permitted hours and types of employment and how to minimise health and safety risks</p>
31 October	Ready	<p><b>Why Numeracy Matters</b>  <b>Explore numeracy in our daily lives</b>  <b>Understanding personal finances</b>  <b>Planning for the future</b></p>

7 November	Respect/ Safe	<p style="text-align: center;"><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• To identify factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours</li> <li>• To know strategies to manage pressure to join a gang, exit strategies and how to access appropriate support</li> <li>• Motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon</li> <li>• To identify that the need for peer approval can generate feelings of pressure and lead to increased risk taking; strategies to manage this.</li> </ul>
14 November <i>Monday 14 – Odd Socks Day</i>	Respect/ Safe	<p style="text-align: center;"><b>Anti-Bullying Week “Reach Out”</b></p> <ul style="list-style-type: none"> <li>• How to stand up and speak out.</li> <li>• Introduction of the one kind word</li> <li>• Students to reflect on how they respond to friends and family and to recognise the power of language</li> </ul>
21 November	Ready	<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• What is context? Using visual stimulants, students will gain understanding of contextual ideas to create meaning</li> <li>• Animal Farm will provide an opportunity for students to examine how context works within a text and consider how meaning is created</li> <li>• Attributing context to GCSE with poetry as a stimulus – a deeper look into the poem ‘Exposure’ and applying context to poetry</li> </ul>
28 November	Ready – 21 <sup>st</sup> Century World	<p style="text-align: center;"><b>LORIC Skills</b> (Leadership, Organisation, Resilience, Initiative &amp; Communication)</p> <ul style="list-style-type: none"> <li>• Exploring the different styles of leadership and when we would use those styles</li> <li>• Examples of effective leadership</li> </ul>
5 December	Ready	<p style="text-align: center;"><b>LORIC Skills</b> (Leadership, Organisation, Resilience, Initiative &amp; Communication)</p> <p style="text-align: center;">Develop the skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p>
12 December		<p style="text-align: center;"><b>A Celebration of Christmas</b></p> <ul style="list-style-type: none"> <li>• What are different symbols used throughout the Christmas period</li> <li>• Celebrating difference of diversity at Christmas</li> </ul>
3 January 2023	Ready, Respect, Safe	<b>Ready, Respect, Safe Expectations</b>
9 January	Respect/Safe	<p style="text-align: center;"><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• What do we mean by radicalisation?</li> <li>• What is an ideology?</li> <li>• Why are people radicalised?</li> <li>• How we can prevent radicalisation from taking place?</li> <li>• What to do if radicalisation happens</li> </ul>
16 January	Ready	<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• An exploration of genre and what genre is. Looking at the tropes of each genre and concluding which they prefer to encourage a love of literature</li> <li>• Using extracts and in groups, students will study a text and find the characteristics of genre within the text and report back their findings</li> <li>• Using their chosen genre, students will write the opening part to a story using step-by-step ideas on how to do this</li> </ul>

23 January	Ready	<p style="text-align: center;"><b>Careers/Economic Well Being</b> <b>Careers in the Curriculum Week 2</b></p> <ul style="list-style-type: none"> <li>• To assess and manage risk in relation to financial decisions that young people might make</li> <li>• Values and attitudes relating to finance, including debt</li> <li>• Manage emotions in relation to money</li> <li>• To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</li> <li>• To recognise financial exploitation in different contexts e.g. drug and money mules, online scams</li> </ul>
30 January	Respect	<p style="text-align: center;"><b>LGBTQ History Month</b></p> <ul style="list-style-type: none"> <li>• To describe the origins of the LGBTQ history month</li> <li>• To know of inspirational figures within the LGBTQ and their contributions to society</li> </ul>
6 February	Respect/Safe	<p style="text-align: center;"><b>e-Safety</b></p> <ul style="list-style-type: none"> <li>• To know features of the internet that can amplify risks and opportunities eg speed and scale of information sharing, blurred public and private boundaries and a perception of anonymity</li> <li>• To establish personal values and clear boundaries around aspects of life you want to remain private; strategies to safely manage personal information and images online, including on social media</li> <li>• To know the benefits and positive use of social media, including how it can offer opportunities to engage with a wide variety of views on different issues</li> </ul>
20 February		<p style="text-align: center;"><b>Guided Choice</b></p> <ul style="list-style-type: none"> <li>• Sessions over the next two weeks</li> <li>• Explaining the guided choice process</li> <li>• Showing presentations from all departments</li> </ul>
27 February		<p style="text-align: center;"><b>Guided Choice</b></p>
6 March		<p style="text-align: center;"><b>Gender Equality</b></p> <ul style="list-style-type: none"> <li>• International Women's Day</li> <li>• Exploring the contribution of women in the scientific, political and environmental realms</li> <li>• To challenge stereotypes</li> </ul>
13 March		<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Elements of a story: what does a story contain and how structure impacts the story writing process</li> <li>• Creating characters: Dissecting well-known character and breaking down their characteristics to see that there are carefully put together by the writer</li> <li>• Setting: Exploring how setting contributes to the overall effect of a story and impacts the reader. A chance to create their own ideas of setting and planning for this</li> </ul>
20 March		<p style="text-align: center;"><b>Racial Equality</b></p> <ul style="list-style-type: none"> <li>• International Day of Elimination of Racial Discrimination</li> <li>• To challenge stereotypes and to explore how to challenge racial discrimination</li> </ul>
27 March		<p style="text-align: center;"><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• To manage the strong feelings that relationships can cause (including sexual attraction)</li> <li>• To develop conflict management skills and strategies to reconcile after disagreements</li> <li>• To know how to manage the breakdown of a relationship (including its digital legacy) loss and change in relationships</li> </ul>

		<ul style="list-style-type: none"> <li>To know the effects of change, including loss, separation, divorce and bereavement, strategies for managing these and accessing support</li> <li>To know the services available to support healthy relationships and manage unhealthy relationships and how to access them</li> </ul>
17 April		<p style="text-align: center;"><b>Environmental Awareness</b> <b>National Earth Day</b></p> <p style="text-align: center;">To understand how we impact the earth and to look at what we can do to challenge the climate crises</p>
24 April		<p style="text-align: center;"><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>To know the characteristics of abusive behaviours such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation</li> <li>To recognise warning signs, including online, how to report abusive behaviours or access support for themselves or others</li> <li>To know the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children</li> </ul>
2 May		<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>Building vocabulary, the power of words, and the impact of what we say</li> <li>Selecting, expanding and using vocabulary to influence readers</li> <li>Building on the previous sessions, use the tools to select their own vocabulary in a piece of writing as an outcome</li> </ul>
8 May		<p style="text-align: center;"><b>Careers/ Economic Well Being</b></p> <p style="text-align: center;">Higher and further education</p>
15 May		<p style="text-align: center;"><b>e-Safety</b></p> <ul style="list-style-type: none"> <li>To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views</li> <li>To understand how the way people present themselves online can have positive and negative impacts on them</li> <li>To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them</li> <li>That on any issue there will be a range of viewpoints: to recognise the potential influence of extreme views on people's attitudes and behaviours</li> <li>To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms</li> </ul>
22 May		<p style="text-align: center;"><b>LORIC Skills</b> (Leadership, Organisation, Resilience, Initiative &amp; Communication)</p> <ul style="list-style-type: none"> <li>Communication</li> <li>What are the different styles/ways we communicate?</li> <li>Why are they important?</li> <li>What skills do we need?</li> </ul>
5 June		<p style="text-align: center;"><b>Anti-Bullying "Reach Out"</b></p> <ul style="list-style-type: none"> <li>Describe a perpetrator</li> <li>How do you know if bullying is taking place?</li> <li>Building a better community – why collective effort is needed</li> </ul>

12 June		<p style="text-align: center;"><b>Healthy Relationships</b></p> <ul style="list-style-type: none"> <li>• Describe what happens during pride month</li> <li>• Explore the diversity of healthy relationships</li> </ul>
19 June		<p style="text-align: center;"><b>Careers in The Curriculum Week 3</b></p> <ul style="list-style-type: none"> <li>• Explore the different types of courses</li> <li>• To understand career paths</li> <li>• To understand the different types of jobs degrees can lead to</li> <li>• Careers – Economic Well Being</li> <li>• Higher and further education</li> </ul>
26 June		<p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• The role of a journalist</li> <li>• The different skills a journalist requires</li> </ul>
3 July		<p style="text-align: center;"><b>Celebrating Difference &amp; Diversity</b> Key celebrations around the UK- how they are celebrated</p>
10 July		<p style="text-align: center;"><b>LORIC – Skills needed for the 21<sup>st</sup> Century World</b> (Leadership, Organisation, Resilience, Initiative &amp; Communication)</p>
17 July		<p style="text-align: center;"><b>Summer Safety</b></p> <ul style="list-style-type: none"> <li>• How to be safe in the community</li> <li>• Sun safety</li> <li>• Who to contact</li> </ul>