

Year 9 Assembly and Tutor Time Schedule

Week Beginning	Theme	Personal Development Session
	Ready, Respect, Safe	Welcome Back
WEEK 1	Ready	<p style="text-align: center;">Ready Respect Safe and The Road Ahead Standards & Expectations (School mission & Values) Assembly from the Headteacher</p> <ul style="list-style-type: none"> 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 Routes into work, training and other vocational and academic opportunities and progression routes To know the benefits of setting ambitious goals and being open to opportunities in all aspects of life To recognise and challenge stereotypes and family or cultural expectations that may limit aspirations
WEEK 2	Ready	<p style="text-align: center;">21st Century Skills LORIC (Leadership, Organisation, Resilience, Initiative & Communication)</p> <ul style="list-style-type: none"> What is the use of context? What is the initiative? Why do we need it? What skills are needed?
WEEK 3	Ready	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> 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 Practising close reading techniques and exploring these possibilities Close reading practice: creating and answering questions based on a given text
WEEK 4	Respect/Safe	<p>eSafety How to identify risk and manage personal safety in increasingly independent situations, including online</p>
WEEK 5	Respect – Difference & Diversity	<p>Black History Month ‘Show Racism the Race Card’ The Red Card.Org Key figures who have changed the world</p>
WEEK 6	Respect/ Safe	<p style="text-align: center;">Careers in The Curriculum</p> <ul style="list-style-type: none"> Exploring what University is Discuss why go to university
WEEK 7	Ready, Respect, Safe	<p style="text-align: center;">Human Values/ British Values / Our Community Values</p> <p>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>
WEEK 8	Ready	<p>Why Numeracy Matters Explore numeracy in our daily lives Understanding personal finances Planning for the future</p>

WEEK 9	Respect/ Safe	<p style="text-align: center;">Healthy Relationships</p> <ul style="list-style-type: none"> To identify factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours To know strategies to manage pressure to join a gang, exit strategies and how to access appropriate support Motivations, misconceptions and consequences of carrying weapons and strategies for managing pressure to carry a weapon To identify that the need for peer approval can generate feelings of pressure and lead to increased risk taking; strategies to manage this.
WEEK 10	Respect/ Safe	<p style="text-align: center;">Anti-Bullying Week</p> <ul style="list-style-type: none"> How to stand up and speak out. Introduction of the one kind word Students to reflect on how they respond to friends and family and to recognise the power of language
WEEK 11	Ready	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> What is context? Using visual stimulants, students will gain understanding of contextual ideas to create meaning Animal Farm will provide an opportunity for students to examine how context works within a text and consider how meaning is created Attributing context to GCSE with poetry as a stimulus – a deeper look into the poem ‘Exposure’ and applying context to poetry
WEEK 12	Ready – 21 st Century World	<p style="text-align: center;">LORIC Skills (Leadership, Organisation, Resilience, Initiative & Communication)</p> <ul style="list-style-type: none"> Exploring the different styles of leadership and when we would use those styles Examples of effective leadership
WEEK 13	Ready	<p style="text-align: center;">LORIC Skills (Leadership, Organisation, Resilience, Initiative & Communication)</p> <p style="text-align: center;">Develop the skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness</p>
WEEK 14		<p style="text-align: center;">A Celebration of Christmas</p> <ul style="list-style-type: none"> What are different symbols used throughout the Christmas period Celebrating difference of diversity at Christmas
WEEK 15	Ready, Respect, Safe	<p style="text-align: center;">Ready, Respect, Safe Expectations</p>
WEEK 16	Respect/Safe	<p style="text-align: center;">Healthy Relationships</p> <ul style="list-style-type: none"> What do we mean by radicalisation? What is an ideology? Why are people radicalised? How we can prevent radicalisation from taking place? What to do if radicalisation happens
WEEK 17	Ready	<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> 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 Using extracts and in groups, students will study a text and find the characteristics of genre within the text and report back their findings Using their chosen genre, students will write the opening part to a story using step-by-step ideas on how to do this

WEEK 18	Ready	<p style="text-align: center;">Careers/Economic Well Being Careers in the Curriculum Week 2</p> <ul style="list-style-type: none"> • To assess and manage risk in relation to financial decisions that young people might make • Values and attitudes relating to finance, including debt • Manage emotions in relation to money • To evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions • To recognise financial exploitation in different contexts e.g. drug and money mules, online scams
WEEK 19	Respect	<p style="text-align: center;">LGBTQ History Month</p> <ul style="list-style-type: none"> • To describe the origins of the LGBTQ history month • To know of inspirational figures within the LGBTQ and their contributions to society
WEEK 20	Respect/Safe	<p style="text-align: center;">e-Safety</p> <ul style="list-style-type: none"> • 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 • 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 • 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
WEEK 21		<p style="text-align: center;">Guided Choice</p> <ul style="list-style-type: none"> • Sessions over the next two weeks • Explaining the guided choice process • Showing presentations from all departments
WEEK 22		<p style="text-align: center;">Guided Choice</p>
WEEK 23		<p style="text-align: center;">Gender Equality</p> <ul style="list-style-type: none"> • International Women's Day • Exploring the contribution of women in the scientific, political and environmental realms • To challenge stereotypes
WEEK 24		<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Elements of a story: what does a story contain and how structure impacts the story writing process • Creating characters: Dissecting well-known character and breaking down their characteristics to see that there are carefully put together by the writer • 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
WEEK 25		<p style="text-align: center;">Racial Equality</p> <ul style="list-style-type: none"> • International Day of Elimination of Racial Discrimination • To challenge stereotypes and to explore how to challenge racial discrimination
WEEK 26		<p style="text-align: center;">Healthy Relationships</p> <ul style="list-style-type: none"> • To manage the strong feelings that relationships can cause (including sexual attraction) • To develop conflict management skills and strategies to reconcile after disagreements • To know how to manage the breakdown of a relationship (including its digital legacy) loss and change in relationships

		<ul style="list-style-type: none"> To know the effects of change, including loss, separation, divorce and bereavement, strategies for managing these and accessing support To know the services available to support healthy relationships and manage unhealthy relationships and how to access them
WEEK 27		<p style="text-align: center;">Environmental Awareness National Earth Day</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>
WEEK 28		<p style="text-align: center;">Healthy Relationships</p> <ul style="list-style-type: none"> To know the characteristics of abusive behaviours such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation To recognise warning signs, including online, how to report abusive behaviours or access support for themselves or others To know the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children
WEEK 29		<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> Building vocabulary, the power of words, and the impact of what we say Selecting, expanding and using vocabulary to influence readers Building on the previous sessions, use the tools to select their own vocabulary in a piece of writing as an outcome
WEEK 30		<p style="text-align: center;">Careers/ Economic Well Being Higher and further education</p>
WEEK 31		<p style="text-align: center;">e-Safety</p> <ul style="list-style-type: none"> To recognise the importance of seeking a variety of perspectives on issues and ways of assessing the evidence which supports those views To understand how the way people present themselves online can have positive and negative impacts on them To make informed decisions about whether different media and digital content are appropriate to view and develop the skills to act on them 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 To respond appropriately when things go wrong online, including confidently accessing support, reporting to authorities and platforms
WEEK 32		<p style="text-align: center;">LORIC Skills (Leadership, Organisation, Resilience, Initiative & Communication)</p> <ul style="list-style-type: none"> Communication What are the different styles/ways we communicate? Why are they important? What skills do we need?
WEEK 33		<p style="text-align: center;">Anti-Bullying "Reach Out"</p> <ul style="list-style-type: none"> Describe a perpetrator How do you know if bullying is taking place? Building a better community – why collective effort is needed

WEEK 34		<p style="text-align: center;">Healthy Relationships</p> <ul style="list-style-type: none"> • Describe what happens during pride month • Explore the diversity of healthy relationships
WEEK 35		<p style="text-align: center;">Careers in The Curriculum Week 3</p> <ul style="list-style-type: none"> • Explore the different types of courses • To understand career paths • To understand the different types of jobs degrees can lead to • Careers – Economic Well Being • Higher and further education
WEEK 36		<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • The role of a journalist • The different skills a journalist requires
WEEK 37		<p style="text-align: center;">Celebrating Difference & Diversity Key celebrations around the UK- how they are celebrated</p>
WEEK 38		<p style="text-align: center;">LORIC – Skills needed for the 21st Century World (Leadership, Organisation, Resilience, Initiative & Communication)</p>
WEEK 39		<p style="text-align: center;">Summer Safety</p> <ul style="list-style-type: none"> • How to be safe in the community • Sun safety • Who to contact