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| **Lesson Title** | **Group agreements** This activity should be carried out with each class at the beginning of the Year and revisited as and when necessary. |
| **Context/theme**Creating the correct emotional environment | PSHE invites discussion on personal, sensitive and sometimes controversial issues. Students will be asked to discuss and to share their feelings, to explore their values and attitudes and to express their opinions and consider those of others therefore lessons need to take place in a climate of trust and support. The group agreement establishes the standards by which you and the group will be able to work together safely. A group agreement will help teachers and students create a safe and relaxed learning environment in which no one feels embarrassed or anxious about unexpected questions or comments. It is important that confidentiality is addressed to try and minimise the risk of disclosure of inappropriate information Students should be sign posted to who they might go to for help in school or outside of school if they need to talk about something in more depth and on a 1-2-1 basis. Group agreements also help reduce the possibility of improper behaviour such as offensive use of language. It ensures safety for both teacher and pupil. |
| **Learning Objectives** | We are learning today to* describe what creates an atmosphere of trust within the classroom.
* consider rights and responsibility of students in PSHE lessons.
* formulate a group agreement.
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| **Learning outcome** | Young people will have increased confidence as speakers, good listeners and effective and sensitive communicators. |

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| **Stage** | **Activities for Learning** |
| **Introduction/previous learning.** | Introduce the fact that when talking about relationships and sex education there may be certain things we need to be sensitive to when having discussion and debate. A group agreement is a code of conduct agreed by students and staff formed at the beginning of the year.Some students may have formed this type of agreement in primary school. |
| **Main Learning Activities** | Divide class into groups of 4/5.Ask each group identify **three** behaviours that the group would like the class to agree to and complete the following sentence. **We want people in this class to…**NB. sentences must be positive. Bring class back together and ask each group to put forward one idea at a time.Question each group about what they mean by each suggestion?Why would having that in place make a difference?What is their thinking behind having that behaviour in place?After discussion on each suggestion, record ideas on a flip chart.Continue round the groups until all ideas have been exhausted.Take time to discuss each suggestion – quite often groups will have the same ideas but worded in a slightly different way. By combining ideas the class will come up with a realistic number of statements.Check everyone agrees with what has been written – make amendments if needed.**NB.** If students have not mentioned the following you will need to raise them.* Confidentiality.
* Using correct language.
* Having fun.

As a teacher you cannot offer unconditional confidentiality.Using correct language cuts down risk of inappropriate use of slang and offensive words.When talking about relationships and sex it’s good to have a laugh about it at times! It also helps cut down on embarrassment. |
| **Plenary/assessment**Review, Reflect, demonstrate understanding  | In groups ask students to think about one think they feel, know or think about forming a group agreement. How will it help lessons in RSE work well in the future?Ask for feedback verbally or written.* Place a written copy of the class agreement in the pigeon hole for J Sumega or send up to Science 6. It will be printed for each member of the class.
* Revisit as and when necessary.
* If anyone behaves in a way that conflicts with the agreement students may point this out.
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| **Resources / Equipment** | Lined paper |

***Some material adapted from ‘Active Learning’ - Me and Us publications - Hilary Dixon***