

## St Bede's Catholic Middle School

“We are God’s children working together to be our best in love, learning, service and worship.”

### Departmental Scheme of Work

**Curriculum Intent in SMSVC: SMSVC enables our pupils to become healthy, independent and responsible members of our school but also of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up which they will likely face.**

<b>Sequencing of the Curriculum</b>	Michaelmas 1 – Standing against discrimination Michaelmas 2 – Bullying Lent 1 – Looking after our body	Lent 2 – Outside influences on our lives Trinity 1 – Our skill set and aspirations Trinity 2 - Mental health and wellbeing
<b>Progression Model</b>	<p>What <b>knowledge</b> will pupils develop? <i>(Including Key Terminology)</i></p> <ul style="list-style-type: none"> <li>• Know the importance of and ways of taking increased responsibility for their own physical health</li> <li>• Perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation</li> <li>• To understand and manage risk within the context of personal safety</li> <li>• The positive for example the treatment or eradication of disease and negative for example dependency roles played by drugs in society including alcohol</li> <li>• Factual information about legal and illegal substances, including alcohol (including current government recommendations for consumption), volatile substances, new psychoactive substances, tobacco, e-cigarettes and cannabis</li> <li>• The law relating to the supply, use and misuse of legal and illegal substances</li> <li>• To recognise strategies to manage different influences (including peer influence) on their decisions about the use of substances,</li> </ul>	<p>What <b>skills</b> will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> <li>• Understand what they should do in an emergency situation</li> <li>• Understand how to act when somebody or themselves show signs of an allergic reaction</li> <li>• Developing empathy of other people that may present under pressure and learn strategies to deal with peer pressure relating to their own values.</li> <li>• Develop an understanding about different types of drugs</li> <li>• Be able to counter argue in a debate, a skill they will need for GCSE</li> </ul>

(including clarifying and challenging their own perceptions, values and beliefs

- The personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol or delaying the age at which to start and the benefits of not smoking including not harming others with second-hand smoke
- To recognise peer pressure and have strategies to manage it, to recognise 'group think' where the cohesion of the group becomes more important than the choices or actions of the group and to develop strategies for managing it
- To understand the feelings and pressure that the need for peer approval can generate, including in relation to the purchase and use of tobacco and alcohol including cheap/illicit alcohol and cigarette, drugs and other risky behaviours
- To understand the terms 'habit', 'dependence' and 'addiction' in a wide variety of contexts including substance use and information technology and where and how to access support if they have concerns
- About the difference between friendship groups and gangs including the risks posed by membership of gangs on individuals, families and communities' strategies for managing pressure to join a particular group or gang and how to access appropriate support
- To recognise, clarify and if necessary, challenge their own core values and how their values influence their choices
- To assess and manage risk in relation to financial decisions that young people might make
- Learn about gambling including online and its consequences, why people might choose to gamble, and the gambling industry influences their choices and tries to engage them in gambling how to manage pressure or influence to gamble and access support if worried about themselves or others
- To explore social and moral dilemmas about the use of money, including how the choices young people make as consumers affect others' economies and environments)

<p><b>Lesson Objectives</b></p> <ul style="list-style-type: none"> <li>• To explain the difference between a friendship group and a gang.</li> <li>• To suggest why people might join a gang and potential dangers.</li> <li>• To consider emotions and pressure someone may be feeling to join a gang.</li> <li>• To show an understanding of what drugs are.</li> <li>• To explore how drugs can be harmful if used inappropriately, incorrectly or excessively.</li> <li>• To explore how different drugs can affect the body.</li> <li>• To recognise when someone is having an allergic reaction</li> <li>• To be able to help someone who is having an allergic reaction</li> <li>• To know when to call an ambulance for someone who is having an allergic reaction</li> <li>• To learn that pupils have online ‘lives’ that they need to take steps to safeguard, just as they do in real life.</li> <li>• To identify the dangers of knife crime</li> <li>• To understand the consequences of knife crime for all involved.</li> <li>• To consider the emotions and impact of the ‘ripple effect’ of all involved in knife crime.</li> </ul>	<p><b>Keywords</b></p> <p>Choices, dares, risks, dangers, hazards, mental health, drugs, gangs, gambling, money, chance, friendship, police, law, peer pressure, first aid, safety.</p>
	<p><b>Ideas of how parents can support children in this unit</b></p> <ul style="list-style-type: none"> <li>• Model sensible behaviour and attitudes towards drugs and gambling</li> <li>• Discuss the dangers behind gambling and drugs and discuss how both can lead to addiction</li> <li>• Encourage children to watch videos from St John’s ambulance service on YouTube for basic first aid video guidance</li> <li>• Encourage healthy relationships and open discussions about where children hang out and who they hang out with.</li> </ul>
	<p><b>Marking/ Assessment of this unit</b></p> <p>The lessons for SMVSC are not formally assessed as learning outcomes are subjective and personal to each individual pupil. Pupils’ work will regularly be read by teachers and followed up accordingly.</p> <p><b>Virtual Curriculum and Extension ideas</b></p> <ul style="list-style-type: none"> <li>• Research more about first aid safety, use websites such as the NHS, St Johns Ambulance and create a presentation about facts they learn. They could learn about CPR, Burns, Asthma, Stings and how to react in these situations.</li> <li>• Create a comic strip about somebody who is in a difficult situation (gangs, gambling, drugs) and end with a positive outcome – identify the moral of the story/key virtues and share thoughts with an adult</li> </ul>
<p><b>Catholic Ethos</b></p> <p>Pupils will be faith-filled by understanding that God wants to keep us safe and that is our duty of care to look after one another. Pupils will be hopeful that everybody stays safe and understands the dangers around us.</p>	<p><b>SMSVC/ Personal Development</b></p> <p>The SMSVC outcomes are met through the learning objectives stated above.</p>

**Cross Curricular Links**

- RE - the moral teaching behind gambling and drugs. (Links to GCSE theology) and the Catholic teaching of love yourself and love your neighbour.
- English/Drama - Practicing drama skills to act out different scenarios and inferring information from a story.
- Maths - understanding the implications of money behind drugs and gambling and practice using the four operations. Links with probability (gambling). (Year 7 Summer 2 - Sets and probability)
- Science: Year 8 cover Drugs in the Organisms unit in Year 8 so this starts off as a good basis of understanding.

**British Values**

This term will provide pupils with up to date and relevant knowledge. They will gain skills, language, and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. Throughout the term pupils will distinguish right from wrong and to respect the civil and criminal law of England. Pupils will be encouraged to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.

**Careers**

- Fire fighter
- Health and safety officer
- Police officer
- Doctor
- Paramedic
- Nurse
- Athlete
- Personal trainer
- Builder – site manager
- Safety engineer
- Electrician
- Plumber