

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.

Sequencing of the Curriculum	Michaelmas 1 – Avoiding conflict Michaelmas 2 – Bullying Lent 1 – Changing bodies	Lent 2 – Staying safe in the wider world Trinity 1 – Our skills and the workplace Trinity 2 - Mental health and wellbeing
Progression Model	<p>What knowledge will pupils develop? <i>(Including Key Terminology)</i></p> <ul style="list-style-type: none"> • The ability to make informed choices (including recognising that choices can have positive, neutral, and negative consequences). • Recognise conflicting emotions and when they might need to listen to or overcome these. • To recognise and manage ‘dares’ • Know how pressure to behave in unacceptable, unhealthy, or risky ways can come from a variety of sources • To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ • To recognise, predict and assess risks in different situations and decide how to manage them responsibly • Understand fire hazards in the home • Strategies for keeping physically and emotionally safe • Recognise how their increasing independence brings increased responsibility to keep themselves and others safe • To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do 	<p>What skills will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> • Pupils learn to manage dares and peer pressure, developing their own strategies based on their values. • Pupils also learn all about safety near water, railways and roads - understanding the dangers these places can present. They also think back to their trip from Safe Side and re-visit Fire Safety, including the knowledge of how to make an emergency call. • Pupils develop confidence in staying safe online as a regular topic which is covered in SMSVC and Computing. Children learn that safety is everybody's responsibility and develop their critical thinking.

something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

- Know strategies for keeping safe online; the importance of protecting personal information as well as to knowing the age restrictions for social media platforms and why they have these age restrictions

Lesson Objectives

- To know what peer pressure is.
- To understand that peer pressure can be positive and negative.
- To consider different ways to deal with negative peer pressure.
- To identify hazards in the home.
- To explain how the fire triangle works.
- To formulate a fire escape plan and show that I could make a successful call to emergency services.
- To name some situations that could be dangerous in the wider world.
- To explore how to stay safe near railway tracks in more depth.
- To share the information that I have learnt about staying safe in the wider world.

Keywords

Choices, dares, risks, dangers, hazards, safety, fire, cycling, road safety, mental health, physical safety, rail safety, water safety, e safety, social media, internet, cyber safety

Ideas of how parents can support children in this unit

- Discuss home safety – do your family have a fire safety plan? Does everybody in the family know what they would do in the case of a fire. Give children the responsibility of checking their fire alarm works every week.
- Take children out to places like the canal, the seaside, the park, railway station and point out key dangers (or ask children to identify these)
- Have discussions with the children about what a dare is and when they should consider a dare as a risk or danger.
- Set up internet safety precautions – discuss these with the children. Are children open about the websites that they are accessing

<ul style="list-style-type: none"> • Identify risks and threats to us on the internet. • Assess the impact the internet can have on our lives. • Evaluate the impact of social media, both positively and negatively. • To show an understanding of some simple ways to stay safe in terms of road safety. • To use Awareness, Behaviour and Choice to evaluate my own safety. • To design an outfit to show what I've learnt about road safety. 	<p>Marking/ Assessment of this unit</p> <p>The lessons for SMSVC 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>Virtual Curriculum and Extension ideas</p> <ul style="list-style-type: none"> • Carry out a fire safety audit for the home • Develop a fire safety plan for the family and ideas about how they can prevent fires in the house. • Create a poster about safety around water (canals, lakes etc) or around the railway line. • Create a song/slogan about road safety and record the song 	
<p>Catholic Ethos</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.</p>	<p>SMSVC/ Personal Development</p> <p>The SMSVC outcomes are met through the learning objectives stated above.</p>	
<p>Cross Curricular Links</p> <ul style="list-style-type: none"> • Science - links with how fires start and how to put out a fire by eliminating its needs, covered in detail in Year 7 Spring 1. Also, scientific links with keeping ourselves and our body safe (e.g. the effects of cold water on the body) • English/Drama: Children participate in roleplay and develop an understanding of scenarios through reading stories. • Art skills and drama are explored through the creation of posters and presentations of how to stay safe. • Maths: links with Statistics, analysing data and graphs about numbers of incidents over time and developing explanations as to why this could be. These skills are covered in maths lessons halfway through the Autumn term and revised throughout science so will recap these skills. 	<p>British Values</p> <p>This term will provide pupils with up to date and relevant knowledge. They will gain skills, language, and strategies they need 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.</p>	<p>Careers</p> <ul style="list-style-type: none"> • Fire fighter • Health and safety officer • Police officer • Doctor • Paramedic • Nurse • Athlete • Personal trainer • Builder – site manager • Safety engineer • Electrician • Plumber

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| <ul style="list-style-type: none">• Geography: Local Geography unit. Understanding the location of local transportation links (canal, railway station) and the different types of roads and the dangers these present.• History: links with developments in health and medicine in Ancient Greece and Romans and how this compares to physical health now. | | |
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