

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"> • To understand that as they grow up their bodies start to change and can name some physical changes during puberty. • They will also consider what emotional changes might happen during puberty. • Develop and understanding of empathy and towards people's feelings during puberty. • Know what positively and negatively affects their physical, mental and emotional health • Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) • To deepen their understanding of good and not so good feelings, extending their vocabulary to enable them to explain the range and intensity of their feelings to others • To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. 	<p>What skills will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> • Children should begin to understand that their bodies change as they grow up and the importance of looking after their bodies (safety and hygiene). • They learn that growing up brings different responsibilities. • Children learn how to adapt to changes. • They also begin to accept that everybody is different and respond to changes in different ways and respect each other's differences. • They should also understand their own rights and children's rights, as well as what type of physical contact is acceptable and unacceptable. • They should also reflect on their relationships with others, understanding that there are different types of relationships and assess what type of behaviour is acceptable in each circumstance.

- That bacteria and viruses can affect health and those following simple routines can reduce their spread.
- Understand how to look after their body as they progress through puberty and understand the importance of a good night sleep.
- To recognise and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support
- To recognise different types of relationship, including those between acquaintances, friends, relatives and families
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- Understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- Know that these universal rights are there to protect everyone and have primacy both over national law and family and community practices. Pupils should also understand that there are some cultural practices which are against British law and universal human rights.

Lesson Objectives

- Learn correct naming of genitalia
- Learn what changes will happen to boys during puberty

Keywords

empathy, advice, physical changes, emotional changes, puberty, feeling, healthy, unhealthy, spots, sleep, human rights, children's rights, culture, relationships

- Learn what changes will happen to girls during puberty
- Ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong
- That there are different types of relationships including those between acquaintances, friends, relatives and family
- That good friendship is when both persons enjoy each other's company and want what is truly best for the other
- The difference between a group of friends and a 'clique'
- That human beings are different in kind to other animals
- About the unique growth and development of humans, and the changes that boys and girls will experience during puberty
- About the need to respect their bodies as a gift from God to be looked after well, and treated appropriately
- The need for modesty and appropriate boundaries
- To recognise that their increasing independence brings increased responsibility to keep themselves and others safe
- How to use technology safely
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others
- How to report and get help if they encounter inappropriate materials or messages
- How to make good choices that have an impact on their health: rest and sleep, exercise, personal hygiene, avoiding the overuse of electronic entertainment, etc.

Ideas of how parents can support children in this unit

- Take children shopping to show them a different range of products which can help with their own personal hygiene and have discussions about the importance of looking after their bodies.
- Discuss the importance of sleep and the benefits of sleep.
- Ask pupils about their friendships and what they understand about a good friend.
- Have discussions with pupils about personal space and when different types of physical contact are and are not appropriate

Marking/ Assessment of this unit

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.

Virtual Curriculum and Extension ideas

- Create a poster about healthy relationships and what these looks like.
- Create a shopping list of products for washing and keeping themselves clean.
- Explain to parents/carers what they understand about human rights and the rights of a child – write down any questions they have to ask.

Catholic Ethos

Pupils will be compassionate and loving towards others when sharing concerns about puberty and loving towards their changing bodies. They should be grateful for the gift of life and their bodies and understand that their body is to be looked after as it is a gift from God.

SMSVC/ Personal Development

The SMSVC outcomes are met through the learning objectives stated above.

Cross Curricular Links

- Science: Links with puberty and how our bodies change which they start in Y5 Spring 2/Summer 1, so this gets pupils prepared to discuss the reason behind why bodies change.
- Children explore different lessons through drama and interpreting different scenarios and situations demonstrated through stories and film.
- English: Pupils develop comprehension through reading and their written communications.
- All lessons are produced by Ten:Ten from the dioceses, therefore all lessons link with RE with the Catholic Virtues embedded into each lesson and the Catholic Teachings from the Church.
- Links with RE: Understanding that God made each person individually in the image of him, but everybody will be different. Understanding that they should love and care for their body and life which is a gift from God.

British Values

During this term pupils will be provided with accurate and relevant knowledge towards the changing of their body. With the changes happening, we will enable pupils to develop their self-knowledge, self-esteem and self-confidence. They will look at skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. They will explore opportunities, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.

Careers

- Doctor
- Scientist
- Nurse
- Paramedic
- Police officer
- Teacher
- Social worker
- Carer
- Dentist
- Counsellor
- Midwife
- Youth Worker