

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 – 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 awareness
Progression Model	<p>What knowledge will pupils develop? <i>(Including Key Terminology)</i></p> <ul style="list-style-type: none"> • To understand how the media portrays young people; to recognise its possible impact on body image and health issues. • To recognise their personal strengths and how this affects their self-confidence and self-esteem. • To have an understanding that identity is affected by a range of factors, including the media and a positive sense of self. • To know some of the causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders; how to recognise when they or others need help, sources of help and strategies for accessing it can be harmful and should always be avoided • To understand how important it is to have a positive body image. • To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text, abuse, exploitation and trafficking) and to have the skills and strategies to manage being targeted or witnessing others being targeted 	<p>What skills will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> • Understanding of key terms: prejudice, stereotyping, discrimination and bullying. • Challenging misconceptions portrayed by the media. • Resilience will be developed, along with self-esteem and critical thinking. • Pupils should develop strategies to challenge, negative behaviours such as stereotyping and aggression.

- To See the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bigotry, bullying, and discrimination on individuals and communities.
- To know strategies for safely challenging stereotyping, prejudice, bullying, and discrimination when they witness or experience it in their daily live
- To explore what is meant by the term 'prejudice'.
- To think of reasons why people are prejudiced against others.
- To be aware of the negative consequences of prejudice and judging people based on stereotypes"

Lesson Objectives

- Be informed of the current anti-racism movement
- Focus on how people might experience racism and how it might feel whilst listening to other's experiences
- Begin to plan how we can learn more about these issues and reflect on the actions we can take to be anti-racist
- To understand what is meant by the mass media and identify its different types.
- To explain how the mass media can be both a positive and negative influence.
- To reflect on my understanding of the media and body image.
- To define what is meant by the term 'prejudice'.
- To explain what is meant by the term 'prejudice'.
- To reflect on my understanding of the term 'prejudice'.

Keywords

Media, influence, bias, prejudice, stereotypes, differences, unique, body image, bullying, body image, self-esteem, similarities, discrimination

Ideas of how parents can support children in this unit

- Discuss what is meant by body image and what they like/dislike about their own bodies. It is important for the pupils to see that we are all unique and that is something to be celebrated. Try to build up pupils' confidence when talking about their own bodies.
- Share an example of when you have felt prejudice against someone else, judging them before getting to know them. Talk about how most people are guilty of this and that we shouldn't judge others by stereotypes

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.

<ul style="list-style-type: none"> • To define stereotypes. • To explore different stereotypes. • To challenge stereotypes. 	<p>Virtual Curriculum and Extension ideas</p> <ul style="list-style-type: none"> • Research what the media is and different examples. • Observe and gather a range of adverts from the internet, TV, magazines etc. Pupils could create a collage about how each of these adverts try to influence us in some way. • Produce a poster to celebrate what makes them unique and special. • Research examples of prejudice towards others and well-known stereotypes in the world. Produce a presentation to show their findings. 	
<p>Catholic Ethos</p> <p>Pupils will be generous with their kind-will towards others, especially those who are different to themselves. Pupils will be grateful for the gifts God has given them that make them unique and special.</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"> • Computing - This links closely with computing with the study of social media and technology - specifically how we can see a cyber world which does not always reflect reality. • Geography/ History- Links to prejudice in the media- images portray a selective view of a certain place which can lead to misconceptions in other cultures - e.g. Nazi Germany and respecting other cultures. Tudor times have the reformation of religion, Catholic vs Protestantism change in the Church. • Music in the Y8 Spring unit, Development of Pop Music through the ages, as we look at pop stars, body image, social media positives and negatives, album covers etc. 	<p>British Values</p> <p>During this term pupils will have opportunities to explore, clarify and if necessary, challenge, their own and others' values, attitudes, beliefs, rights and responsibilities. They will learn skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. These sessions will enable pupils to develop their self-knowledge, self-esteem and self-confidence. It will also encourage pupils 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"> • Professional athlete • Construction • Teacher • Doctor • Electrician • Builder • Paramedic • Artist • Accountant • Vet • Nurse