

## 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 – Dealing with negative emotions and relationships Michaelmas 2 – Bullying Lent 1 – Understanding our bodies	Lent 2 – Avoiding negative influences on our lives Trinity 1 – Future education and vocations Trinity 2 - Mental health awareness
<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>• 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.</li> <li>• 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</li> <li>• Understand the safe and responsible use of information communication technology (including safe management of own and others' personal data including images)</li> <li>• To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy</li> <li>• Know how to manage any request or pressure to share an image of themselves or of others; who to talk to if they have concerns</li> </ul>	<p>What <b>skills</b> will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> <li>• To know ways of recognising and reducing risk, minimising harm and strategies for getting help in risky and emergency situation</li> <li>• To know strategies to manage different influences (including peer influence and influence of the media)</li> <li>• To develop Empathy and Critical thinking Know strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives.</li> <li>• Pupils should also be able to develop the confidence to ask for help where needed and feeling vulnerable</li> </ul>

- Understand that the sharing of explicit images may constitute a serious criminal offence.
- Recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- Develop strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives.
- To improve awareness of digital citizenship
- To understand what anti-social behaviour is and the consequences involved.
- Understand what a loan shark is and understand that these are illegal and are considered a form of bullying. (This includes knowing where to seek help).

### Lesson Objectives

- To explain how what the Equality Act of 2010 is, how the media can influence public views about disabled people and why disabled people feel they are stereotyped.
- To describe how the Equality Act helps disabled people and present a balanced argument about how the media influences public opinion
- To be able to assess the impact of the Equality Act and how media portrayal affects disabled people.
- To share my knowledge of different forms of social media and issues that can arise from using them.
- To show an understanding as to why some people change their pictures or persona online.
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- To explore the effect of this on the person changing the information and the person being deceived.

### Keywords

Emotional bullying, physical bullying, cyber bullying, social media, influence, report, block, digital citizenship, anti-social behaviour, consequences.

### Ideas of how parents can support children in this unit

- Make sure pupils know how to deal with bullying in and out of school if this should arise.
- When pupils are given parental permission to use social media, spend time with them to look at how it works, how to stay safe online and how to report any concerns.
- Discuss different forms of anti-social behaviour, the effect this has on others and the consequences.

### 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"> <li>• To be able to explain what digital citizenship is.</li> <li>• To explain the importance of understanding what you are agreeing to online.</li> <li>• To explain the dangers that could arise from not being an informed digital citizen.</li> <li>• To consider the wider world when discussing where and why bullying can happen.</li> <li>• To show empathy as to why it can be difficult for people to share experiences of bullying.</li> <li>• To give constructive advice to those involved in bullying.</li> </ul>	<p><b>Virtual Curriculum and Extension ideas</b></p> <ul style="list-style-type: none"> <li>• Virtual curriculum units to complete – Spanish, German and Irish studies. Explore different nationalities and their culture.</li> <li>• Create a way of exploring difficulties in school – this could be a questionnaire for pupils in the class, an area in the classroom to record pupils’ worries and concerns etc.</li> <li>• Spend time looking through various forms of social media, that pupils use, to make sure that they are familiar with how to keep themselves safe, how to use it safely and what to do if they have any concerns.</li> <li>• Research what digital citizenship is and write a list of top tips to show good digital citizenship.</li> <li>• Research the most common examples of anti-social behaviour in the area – create a poster, to put up around school, that shows ways to address these issues as a community.</li> </ul>	
<p><b>Catholic Ethos</b></p> <p>Pupils will be attentive when learning about these current issues and use what they have learnt to be discerning when making decisions about personal situations in everyday life.</p>	<p><b>SMSVC/ Personal Development</b></p> <p>The SMSVC outcomes are met through the learning objectives stated above.</p>	
<p><b>Cross Curricular Links</b></p> <ul style="list-style-type: none"> <li>• Art and design for designing loan shark poster. computing for e-safety and bullying.</li> <li>• Links with computing modules in KS2 and KS3 on internet safety and the use of internet in our school.</li> <li>• History: Slavery in America - how the slave traders treated the slaves and dehumanised them and links with bullying.</li> <li>• RE: Understanding that we should love our neighbour as we love ourselves and our responsibility to keep each other safe through catholic teaching.</li> <li>• Music: links with composing units (4 chord songs and Song writing) as pupils write songs or raps.</li> </ul>	<p><b>British Values</b></p> <p>During this term pupils will be provided with accurate and relevant knowledge towards the different forms of bullying. 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 The sessions will enable pupils to develop their self-knowledge, self-esteem and self-confidence. In addition, we will 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. Furthermore, they will develop tolerance and harmony between our country’s different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other</p>	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Teacher</li> <li>• Pastoral care</li> <li>• Support worker</li> <li>• Doctor</li> <li>• Nurse</li> <li>• Counsellor</li> <li>• Mental health worker</li> <li>• Youth worker</li> </ul>

	<p>cultures. Finally, this term will encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</p>	
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