

## 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 – Positive relationships Michaelmas 2 – Bullying Lent 1 – Respecting our body	Lent 2 – Staying fit and healthy Trinity 1 – Entrepreneurs 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>• Understand what positively and negatively affects their physical, mental and emotional health</li> <li>• Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</li> <li>• To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>• To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>• Know that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>• Know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media</li> <li>• Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do</li> </ul>	<p>What <b>skills</b> will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> <li>• Children should begin to understand that their bodies change as they grow up and that growing up brings different responsibilities.</li> <li>• Children learn how to adapt to changes.</li> <li>• Children also begin to accept that everybody is different and respond to changes in different ways and respect each other’s differences.</li> <li>• Children should also understand their own rights and children's rights, as well as what type of physical contact is acceptable and unacceptable.</li> <li>• Children 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</li> </ul>

	<p>something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <ul style="list-style-type: none"> <li>• Understand about human reproduction – focus on how a baby is formed in the mother’s womb.</li> <li>• Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact, and develop the skills and strategies required to get support if they have fears for themselves or their peers – note this can also include cultural acts which are deemed illegal in our country.</li> <li>• Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</li> <li>• To judge what kind of physical contact is acceptable or unacceptable and how to respond</li> <li>• 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’ if the situation needs.</li> <li>• To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</li> </ul>	
--	--	--

<ul style="list-style-type: none"> <li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>• That thankfulness builds resilience against feelings of envy, inadequacy, etc. and against pressure from peers or media</li> <li>• To recognise that FGM is illegal and harmful</li> <li>• To identify some myths and facts about FGM</li> <li>• To explain how to tell someone if we are worried for ourselves or others</li> <li>• To learn how a baby grows and develops in its mother's womb</li> </ul>	<p><b>Keywords</b></p> <p>Physical health, emotional health, consent, informed choices, emotions, feelings, acceptable, unacceptable, physical contact, relationships, reproduction, womb, egg, sperm, conception, embryo, fetus, fallopian tube, placenta, pressures, respect, body</p> <hr/> <p><b>Ideas of how parents can support children in this unit</b></p> <ul style="list-style-type: none"> <li>• Discuss with children about how they can make informed choices and those different actions will have different consequences.</li> <li>• Openly discuss with children how people may choose to identify as LGBT.</li> <li>• Have a discussion with children and answer their questions about how babies form in the womb.</li> <li>• Talk with children about the importance of looking after their bodies and how they should respect other people</li> </ul>
---	--

<ul style="list-style-type: none"> <li>• To deepen their understanding of the range and intensity of their feelings; that ‘feelings’ are not good guides for action</li> <li>• To learn that some behaviour is wrong, unacceptable, unhealthy or risky</li> <li>• To learn about the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</li> </ul>	<p><b>Marking/ Assessment of this unit</b></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><b>Virtual Curriculum and Extension ideas</b></p> <ul style="list-style-type: none"> <li>• After the session, ask children what they have learnt about different identities to create an opportunity for discussion at home.</li> <li>• After the session, ask children what they understand about how babies are formed and clear up any misconceptions that the child may still have.</li> <li>• Create a poster /advice sheet about peer pressure and what they should do if they feel like they are being pressured into something.</li> <li>• Design a fact sheet about how we should look after and respect our bodies</li> </ul>	
<p><b>Catholic Ethos</b></p> <p>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.</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>• Science: Links with puberty and how our bodies change which builds on Year 5 science knowledge. Pupils then use this step to progress to work on human and animal inheritance in the summer term of Year 6 in Game of survival.</li> <li>• Children explore different lessons through stories and drama and interpreting different scenarios and situations demonstrated through stories and film.</li> <li>• Pupils revisit drawing self-portraits from Art and Design, creating their own portrait and making it personal to them.</li> </ul>	<p><b>British Values</b></p> <p>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.</p>	<p><b>Careers</b></p> <ul style="list-style-type: none"> <li>• Doctor</li> <li>• Scientist</li> <li>• Nurse</li> <li>• Paramedic</li> <li>• Police officer</li> <li>• Teacher</li> <li>• Social worker</li> <li>• Carer</li> <li>• Dentist</li> <li>• Counsellor</li> <li>• Midwife</li> <li>• Youth Worker</li> </ul>

- Lessons produced by Ten:Ten from the diocese link with RE with the Catholic Virtues embedded into all lessons and the Catholic Teachings.

--

--