

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 inappropriate use of mobile phones can contribute to accidents. • Understand the safe and responsible use of information communication technology (including safe management of own and others' personal data including images • 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 – including online. • To 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 • Understand the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc. 	<p>What skills will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> • Know ways of recognising and reducing risk, minimising harm and strategies for getting help in risky and emergency situation • Know strategies to manage different influences (including peer influence and influence of the media) • 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."

	<ul style="list-style-type: none"> • To understand that the media portrayal of relationships may not reflect real life and the possible impact of this on people's expectations of relationships • 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. • 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) • To understand the feelings and pressure that the need for peer approval can generate • To know strategies for safely challenging stereotyping, prejudice, bigotry, bullying, and discrimination when they witness or experience it in their daily lives. • To be aware of exploitation and to understand how to keep ourselves safe. 	
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<p>Lesson Objectives</p> <ul style="list-style-type: none"> • Identify whether the situations are 'banter' or bullying. • Describe the consequences of 'banter' and how we can tell when banter turns to bullying. • Explain the difference between banter and bullying and why you believe each situation falls into that particular category. • To show an understanding of different types of bullying. • To offer support and advice to others about bullying. • To suggest ways to tackle bullying as a school community. • To show an understanding of what civil injunctions are. • To explore some of the reasons why civil injunctions are put in place. 	<p>Keywords</p> <p>Emotional bullying, physical bullying, cyber bullying, online safety, block, report, social media, influence, exploitation, vulnerability, healthy relationships.</p> <hr/> <p>Ideas of how parents can support children in this unit</p> <ul style="list-style-type: none"> • In everyday life, model healthy relationships and respect towards others. • 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. <hr/> <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>
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<ul style="list-style-type: none"> • To show empathy by thinking about other people's feelings and perspectives. • To show an understanding of dangers online. • To suggest ways to stay safe online. • To relate what we are learning to my own experiences. • To suggest some positive and negative elements about social media. • To explore why some people, hide who they are online. • To discuss what needs to change in the future and how this could be achieved. 	<p>Virtual Curriculum and Extension ideas</p> <ul style="list-style-type: none"> • Virtual curriculum units to complete – Spanish, German and Irish studies. Explore different nationalities and their culture. • Create a poster, to put up around school, which highlights what to do if someone is being bullied – provide suggestions to help others. • 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. • Pupils spend time thinking about a healthy relationship that they have – note down what makes this a healthy relationship. Pupils could even draw a comic strip to show healthy and unhealthy relationships. 	
<p>Catholic Ethos</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>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 - understanding the acceptable use of technology and the internet. Understanding how to safely use the internet and what is appropriate and not appropriate to share. • Geography - Link to Misconceptions of Africa unit - challenging understanding of people and cultures. • Also links to the arts in the approach to design a poster, song, rap or poem about e-safety. • History: Understanding that pressure and bullying was not through technology this time but how this has changed. Links to Henry VIII's Wives with body image, stereotypes and peer pressure. 	<p>British Values</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>Careers</p> <ul style="list-style-type: none"> • Teacher • Pastoral care • Support worker • Doctor • Nurse • Counsellor • Mental health worker • Youth worker

	<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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