

“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 – 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
Progression Model	<p>What knowledge will pupils develop? <i>(Including Key Terminology)</i></p> <ul style="list-style-type: none"> • To understand the importance of having a positive body image. • To recognise their personal strengths and how this affects their self-confidence and self-esteem. • Understand how the media portrays young people; to recognise its possible impact on body image and health issues. They will also look at the understanding that identity is affected by a range of factors, including the media and a positive sense of self. • To use media to influence others in a positive way. • To understand why self-harm can happen and how to deal with it. • Identify ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations • Know 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. 	<p>What skills will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> • Challenging misconceptions portrayed by the media and developing the persuasive skills to use the media in a positive way. • Resilience will be developed, along with self-esteem and critical thinking. • Pupils should develop strategies to challenge, negative behaviours such as stereotyping and aggression. • Pupils will also develop empathy for others.

- Learn strategies for safely challenging stereotyping, prejudice, bullying, and discrimination when they witness or experience it in their daily lives
- 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 show an understanding of what hate crime is, what it can look like and how to address it.

Lesson Objectives

- To understand the importance of having a positive body image.
- To explore how a positive body image could be promoted.
- To reflect on the success of my work.
- To explain what conflict means.
- To use my own experience to suggest different types of family conflict.
- To create resolutions to different forms of family conflict and show empathy towards others.
- To describe the effect that the media can have on individuals and society.
- To explain why the media has such an influence on individuals and society.
- To analyse the value of the medias influence.
- To correctly identify cases of self-harm, anxiety and depression.
- To describe the characteristics of the above and how we can help support the different conditions.

Keywords

Body image, self-esteem, self-confidence, unique, influence, media, self-harm, self-worth, racial, stereotypes, prejudice, bullying, strategies hate crime.

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.
- Discuss what self-harm is and why it can happen. Talk to pupils about how important it is to share feelings, thoughts and worries instead of bottling them up inside.

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 be able to reflect on the different methods of self-harm and explain how we should support sufferers. 	Virtual Curriculum and Extension ideas <ul style="list-style-type: none"> Research what the media is and different examples. Look at possible career choices in the media. Produce a poster to celebrate what makes them different to others and why that's a good thing. Research examples of hate crime. They could look locally or at the wider world. Produce a presentation to show their findings. 	
Catholic Ethos 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	SMSVC/ Personal Development The SMSVC outcomes are met through the learning objectives stated above.	
Cross Curricular Links <ul style="list-style-type: none"> Computing and e-safety links. Also links with previous SMVSC days in KS2 and leads on to more age-appropriate resources and apps. RE links with the catholic virtues and the teaching that we should love our body that God has gifted to us. Links with geography and history in prejudice links and different cultures History: Links with Slavery in America how the slave traders treated the slaves and dehumanised them and links with self-harm. Music: links with Jazz and Saharan Sounds units, looking at prejudice and the slave trade as Blues develops into Jazz music. 	British Values 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.	Careers <ul style="list-style-type: none"> Professional athlete Construction Teacher Doctor Electrician Builder Paramedic Artist Accountant Vet Nurse