

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 – Avoiding conflict Michaelmas 2 – Bullying Lent 1 – Changing bodies	Lent 2 – Staying safe in the wider world Trinity 1 – Our skills and the workplace Trinity 2 - Mental health and wellbeing
Progression Model	<p>What knowledge will pupils develop? <i>(Including Key Terminology)</i></p> <ul style="list-style-type: none"> • How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) • To judge what kind of physical contact is acceptable or unacceptable and how to respond. Also, to know how their actions can affect others. • Recognise ways that a relationship can be unhealthy and whom to talk to if they need support • To realise the nature and consequences of anti-social, aggressive, and harmful behaviours such as bullying, discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language and 'trolling') and how to get help. • Know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. 	<p>What skills will pupils develop? <i>(Including literacy and numeracy)</i></p> <ul style="list-style-type: none"> • Children understand the term bullying and understand that bullying can come in many forms (Physical, Verbal, Cyber etc). • They also learn to understand what makes a positive relationship and reflect on their own relationships with other people - understanding that there are different forms of relationships. • Children should also apply their knowledge from Computing to understand how to protect themselves online, as well as the ages that they should be accessing social media. • This term encourages independence and interpreting social interactions

- Know how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned.
- Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves
- Know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences).
- Understand what positively and negatively affects their physical, mental and emotional health
- 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
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- Recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.

Lesson Objectives

- To show an understanding of what bullying is.
- To name some different types of bullying and why they might happen.
- To suggest strategies to deal with bullying.
- To show an understanding of what cyber safety is.
- To explain why we should take certain precautions when online.
- To show empathy when looking at examples of different scenarios online.

Keywords

Emotional bullying, physical bullying, cyber bullying, report, block, online safety, empathy, social media, influence

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.
- Monitor what pupils are doing online

<ul style="list-style-type: none"> • To correctly identify ways, we can develop genuine friendships. • To describe how it can be difficult to always be a good friend. • To explain the difference between genuine friendships and toxic friendships. • To show an understanding of what self-esteem is. • To show an understanding of why it's important to have healthy self-esteem. • To even practise ways of improving self-esteem. • To show an understanding of different dangers when using social media. • To explain why there are age restrictions in place for social media apps. • To even show an understanding of how to keep myself and others safe online. 	<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>	
	<p>Virtual Curriculum and Extension ideas</p> <ul style="list-style-type: none"> • 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. • Make a poster to put up in classrooms – include the different types of bullying and how to deal with it inside and outside of school. • Pupils create a notice for their class noticeboard which highlights what to do in the event of being bullied or witnessing bullying. They could also include how to treat others well • Virtual curriculum – Spanish, German and Irish Studies. Take a look at different nationalities and explore their lifestyles. 	
<p>Catholic Ethos</p> <p>Pupils will be attentive when learning about these topics and discerning when considering their own actions.</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"> • This topic links greatly to computing, which follows the topic of E-safety. • Pupils explore their artistic and English skills through the creation of a magazine. • RE links with the Catholic Virtues embedded into each lesson and the Catholic Teachings. • Geography and History links: how prejudice is evident all around the world through different faiths, beliefs and culture. History units show how things have changed over time and how the relationships through different groups of people varied and prejudice was portrayed through the 	<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</p>	<p>Careers</p> <ul style="list-style-type: none"> • Teacher • Pastoral care • Support worker • Doctor • Nurse • Counsellor • Mental health worker • Youth worker

times. Understanding that in history, social media was not available, and any messages were portrayed through letters and newspaper articles more recently, nearly non-existent further back in history.

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 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.

