

Life Education 2015+

Life Education is a small part of the wider Pastoral Curriculum. The objective of the Pastoral Curriculum is to -

*Equip our students with the knowledge, skills and attributes to make the most of the **opportunities** available to them and to effectively deal with challenges they will face in the future.*

Aims of Life Education

Provides students with:

Accurate and relevant knowledge

Opportunities to turn that knowledge into personal understanding

Opportunities to explore, clarify and if necessary challenge, their own and other's values, attitudes, beliefs, rights and responsibilities

The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Life Education reflects the statutory requirements and non-statutory guidance for:

Personal, Social & Health Education

Citizenship

Sex & Relationship Education

Careers Education

Financial Education

SMSC & British Values

Life Education is delivered through 'Plymstock Strands' – these are designed to meet all guidance as stated.

They are:

Relationships & Wellbeing

Democracy & Diversity

Careers & Wider World

Relationships & Wellbeing

Students are provided with Learning & Teaching opportunities to:

- Manage transition
- Maintain physical, mental & emotional health, including sexual health
- Parenthood and the consequences of teenage pregnancy
- Assess and manage risks to health and stay safe and keep others safe
- Identify help, advice and support
- Develop and maintain a variety of healthy relationships within a range of social/cultural concepts
- Recognise and manage emotions within a range of relationships including all forms of bullying (online)
- Consent in a variety of contexts
- Managing loss including bereavement, separation and divorce
- How to respond in an emergency and administer first aid.
- Consider the role of the media on lifestyle.

Democracy & Diversity (Link to Citizenship)

Students are provided with Learning & Teaching opportunities to:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood

Key Subject content includes:

- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom
- the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- the function and uses of money, the importance and practice of budgeting, and managing risk.

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch

CAREERS & WIDER WORLD (Link to Statutory Careers Guidance)

Students will engage in Careers activities that will:

- help them develop career awareness and enable them to manage personal career development.
- enable them to experience the world of work where they can develop employability, team working and leadership skills and develop flexibility and resilience
- enable them to handle careers information and assist them in making informed choices.
- Build understanding of the economic and business environment
- Develop an understanding of how personal financial choices can affect oneself and about rights and responsibilities as consumers
- Learn about the business and economic environment.

Generic Skills

Intrapersonal skills required for self-management

- Critical, constructive self-reflection, being aware of own needs, motivations and learning, strengths and areas for development
- Learning from experience and making use of constructive feedback
- Setting challenging personal goals
- Decision making
- Recognising common 'brain-tricks' – generalisation, distortion of events, deletion of information, misconceptions about the behaviour of peers
- Resilience – including self-motivation, adaptability, constructively managing change including setbacks and stress
- Self –regulation (including managing strong emotions)
- Recognising and managing the need for peer approval

Interpersonal Skills required for positive relationships in a wide variety of settings

- Active listening
- Empathy
- Communication (non-verbal and verbal including assertiveness and passive behaviour, being able to communicate and present ideas, arguments and thoughts effectively)

- Team working (including agreeing clear and challenging outcomes, facilitation, cooperation and the ability to provide and receive and respond to feedback and the ability to learn from experience.
- Negotiation and compromise
- Managing pressure, coercion and persuasion

The skills of enquiry

- Formulating questions
- Gathering and using data (including assessing the validity and reliability of sources of data)
- Analysis (separating fact from opinion)
- Planning and deciding
- Recalling and applying knowledge
- Drawing and defending conclusions using evidence not just assertions
- Identification and assessment of risk
- Evaluating social norms
- Reviewing progress against objectives

Prior Learning

On transition from Key Stage 2 students may have some contextual knowledge of key Life Education concepts, aims and attainment targets. In terms of Citizenship, students may have some understanding of politics and the development of key parliamentary institutions. They may have some knowledge and understanding of laws and the legal system. Students may also have some understanding of their rights and responsibilities and understanding of identity and diversity.

British Values

At Plymstock School staff and students uphold the five key British Values:

Democracy

We understand the importance of sharing our own views and considering the views of others when making important decisions.

The Rule of Law

We uphold the law and follow school rules, clearly understanding right from wrong.

Individual Liberty

We understand that others and we have a right to express our opinions in a constructive and non-hurtful way.

Mutual Respect

We treat each other with respect at all times.

Tolerance of those of Different Faiths and Beliefs

We respect the religious and cultural beliefs of other people.

SMSC

The Life Education Curriculum offers opportunities to address SMSC requirements. See criteria at end to inform lesson planning.

Differentiation

Life Education Teachers should plan for Differentiation. The Plymstock model for Differentiation should be used to inform this process. The cyclical model briefly comprises – *Know your Students – Know your Outcomes – Planning for Differentiation– Planning for Feedback*

Learning & Teaching

All Life Education Lesson Plans, Teaching & Learning Resources and Student Activities are available on the STAFF area – STAFF – Department Communication – Life Education – 2014-15 – Choose Appropriate Year Group

Assessment

There are no attainment targets for PSHE Education. Plymstock School has used existing statements for DFE end of Key Stage statements to inform the development of a 'competency curriculum'. Working together, Learners and Teachers use a Progress Tracker or Self Reflection for each 'unit' encompassing teacher, peer and self-assessment. This is a combination of criterion referenced assessment and ipsative assessment which provides opportunities for students to reflect on their learning and identify personal progression which in turn is held up against the common progression framework (Plymstock Competencies)

Students MUST complete a Progress Tracker or Student Reflection at the end of each Unit (Total – 6 per year)

Lessons

**Life Education Competencies
Learning Objectives / Key Questions**

**Cross Curricular Links /SMSC
/ British Values**

Year 7

Term 1

What is Life Education?	I can explain what Life Education is and why we study it at Plymstock School.	
What is identity? Personal Identity (1)	I understand that not all people are the same and that this should be celebrated. To recognise personal strengths and how this affect self-confidence and self-esteem.	SP4/SP5/SP6/SP7/SP8; M2/M4/M5/M6/M8; SO1/SO2/SO3/SO5/SO6/SO7; C1/C2/C3/C5 BV Individual Liberty BV Mutual Respect
Identity & Diversity – The London Olympics (1)	I can define ‘Diversity and Identity’. I know that there are many diverse groups and communities in the UK <ul style="list-style-type: none"> To learn about identity and diversity Learn more about identity and diversity through the London Olympics opening ceremony Create my own opening ceremony to reflect what I think Britain is like today 	SP3/SP5/SP6/SP7; M2/M4/M6; SO1/SO2/SO3/SO6; C1/C3/C4/C5/C6; Drama History Geography ICT BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs
Going to Plymstock School (2)	I can define ‘Diversity and Identity’. I know that there are many diverse groups and communities in the UK <ul style="list-style-type: none"> Discuss and debate what it’s like to live in Plymstock Think about what it’s like to live and go to school in other areas (international example: India) Think about what it’s like to live and go to school in other areas (local example: Hackney, East London) To start to create presentations on our local area 	SP4/SP6/SP7; M2/M3/M5/M6; SO1/SO2/SO3/SO4/SO5/SO6; C1/C2/C3/C4/C5/C6 History Geography RS BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs
Collapsed Session:	I understand how important it is to get to know people and how to start a	SP1/SP2/SP3/SP4/SP6/SP7;

Getting to Know you (1)	conversation. I know what my personal strengths are.	M1/M2/M3/M4/M5/M6/M7 RS
Collapsed Session: Extension Activity: Coping with Change (1)	I understand that change is a major part of life and that I will experience lots of change in my lifetime. I understand that there are lots of ways to cope with change.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 RS
Collapsed Session: Working in a Team (1)	I understand what is meant by 'getting involved'. I can work in a team. I understand and can demonstrate the skills and qualities needed to work in a team.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 2		
Risk and Managing Risk (1)	I understand that there are different risks to my health and wellbeing. I know where to go and how to ask for help. I understand the different physical risks to my health. I know how to make choices to stay safe.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7
Types of Bullying (1)	I know the different types of bullying I understand the effects of bullying	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7
Anti- Bullying (1)	I know what to do if I am being bullied. I know different ways of dealing with bullying.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7
<i>Collapsed Session: Anti-Bullying Day(3)</i>	I know the different types of bullying I understand the effects of bullying I know what to do if I am being bullied. I know different ways of dealing with bullying I can work effectively in teams.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law BV Democracy
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 3		

What is Citizenship? (1)	<p>I can define the term 'citizenship'</p> <p>I can give examples of how I have been an active Citizen</p> <ul style="list-style-type: none"> To learn about the term Citizenship To think about what makes a good Citizen To have learned about examples of good and bad Citizens To self-assess how good of a Citizen you currently are Explain why you are a good Citizen and how you can improve as a Citizen 	<p>SP3/SP6/SP7/SP8; M2/M3/M4/M7/M8; SO1/SO2/SO3/SO4/SO5/SO6/SO7; C1/C3/C4/C5/C6</p> <p>History BV Rule of Law BV Democracy</p>
Learning more about Politics (1)	<p>I can explain some of the key features of a democracy</p> <ul style="list-style-type: none"> To learn more about politics To create a group presentation on a key question related to politics To present our projects and self and peer assess them 	<p>SP4/SP6/SP7; M2/M4/M6; SO2/SO3/SO4/SO8; C3/C4</p> <p>History BV Rule of Law BV Democracy</p>
What does an MP do? (1)	<ul style="list-style-type: none"> To learn about the role of MPs (Members of Parliament) and how they contribute to the functioning of democracy To consider why the role of being an MP is important To learn more about politics 	<p>SP4/SP6/SP7; M2/M4/M6; SO2/SO3/SO4/SO8; C3/C4</p> <p>History BV Rule of Law BV Democracy</p>
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 4		
Real Game Dream Cloud (1)	<p>I can identify my dream lifestyle - accommodation, transport and hobbies.</p> <p>I can apply decision making skills.</p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6</p>
Real Game Job Roles (1)	<p>I can explain what a job is and why a career is different –</p> <p>I understand the different aspects to any job (job title, job role, pay & deductions, working hours, education and training for employment)</p> <p>I have examined the difference between a variety of jobs</p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6</p> <p>Numeracy</p>

	Students will be able to recognise that there are a variety of jobs & work styles	
Real Game Reality Check (1)	<p>I understand the concept of a family budget</p> <p>I have experienced the consequences of earlier decisions</p> <p>I can prioritise their values in relation to their income</p> <p>I can explore the interrelated nature of occupation and income</p> <p>I understand why parents/carers cannot always afford to give their children everything they want</p> <p>I have experienced some decision making skills</p> <p>I can explain the following key terms: Income Tax, Budget, miscellaneous, expenditure, and net income.</p>	SP2/SP3/M2/M3/M5/SO5/SO6 Numeracy
<p>Extension</p> <p>Lessons:</p> <p>What could we do with money?</p> <p>Do I spend or save?</p> <p>How much money will I earn in the future?</p>	<p>I understand that income is linked to the type of job you do.</p> <p>I understand that some people choose to spend their money on hobbies.</p> <p>I understand that everyone needs to balance time spent at work with leisure activities</p> <p>I can explain what a family budget is</p>	SP2/SP3/M2/M3/M5/SO5/SO6 Numeracy
<p>COLLAPSED SESSION – The Legal System & Court Case (3)</p>	<p>I can explain some of the key features of the UK justice system</p> <p>I can work effectively in a team to develop a prosecution or defence case</p> <ul style="list-style-type: none"> • Learn more about the legal system in England • Discuss and debate crime rates, who commits crime and why, and, the difference between civil and criminal law • Learn about different courts in England and Wales • Learn about who does what in a courtroom • Discuss and debate sentencing • Watch an excerpt of a crown court case and discuss and debate what 	SP4/SP6/SP7; M2/M4/M6; SO2/SO3/SO4/SO8; C3/C4 BV Individual Liberty BV Mutual Respect BV Rule of Law

	<p>happens</p> <ul style="list-style-type: none"> • Read the imaginary case file of Damien Thompson and begin to create a mock trial based on identified success criteria • Continue to develop understanding of the legal system in England • Continue to create a mock trial based on identified success criteria • Continue to develop understanding of the legal system in England • Peer assess the mock trials produced by other students and present their mock trial to the group • To self-assess their own learning during the collapsed session 	
--	--	--

ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION

Term 5

<p><i>Personal Health</i> Why is it important to be healthy? How do I stay healthy? (1)</p>	<p>I understand what 'being healthy' means. I understand the importance of healthy routines in life. I understand the importance of a balanced diet and exercise. I know what 'personal hygiene' is and how to look after my body.</p>	<p>SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 PE Science Technology BV Mutual Respect BV Tolerance of different faiths & beliefs</p>
<p><i>Personal Health</i> Personal Health Profile (1)</p>	<p>I understand that it is important to balance work, leisure and exercise to promote health I can assess my own health profile</p>	<p>SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 PE Science Technology</p>
<p><i>Personal Health</i> Puberty – Why am</p>	<p>I know that I will experience puberty and what to expect. I understand that everyone experiences physical changes as they grow up</p>	<p>SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7</p>

I feeling like this? How are boys and girls different? (1)	I know about ways to manage these changes I understand that feelings will change as I grow and mature	PE Science
Relationships – Positive & Negative Relationships (1)	I understand that there are lots of different types of relationship. I know the difference between positive relationships and negative relationships. I can define 'sexual relationship'	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 RS
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 6		
Drugs – What do we mean by drugs? (1)	I can explain what a drug is. I can explain some of the risks involved with taking illegal drugs	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 Science RS
Drugs – Fact or Fiction? (1)	I understand what influences my opinions and beliefs of drug use and how they can differ from reality. I know some key facts about young people's drug use in the UK.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 Science RS
First Aid (1)	I have considered some basic health and safety ideas. I have learnt some basic first aid including the recovery position.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Year 8		
Term 1		
Political Parties (1)	I can describe the key features of the UK political system I can explain the role of an MP and the role of different political parties <ul style="list-style-type: none"> To develop our understanding of politics and political parties in the UK To know more about the traditional beliefs of the three main political parties 	SP4/SP6/SP7; M2/M4/M6; SO2/SO3/SO4/SO8; C3/C4 History BV Rule of Law

		BV Democracy
Voting (1)	<p>I can explain why it is important to vote and different voting systems</p> <ul style="list-style-type: none"> To learn about the process of voting, what we mean by voting and when we have voted in the past To learn about the arguments for and against voting To consider why people haven't voted in large numbers in recent elections. To learn about the first past the post and proportional representation voting systems 	SP4/SP6/SP7; M2/M4/M6; SO2/SO3/SO4/SO8; C3/C4 History BV Rule of Law BV Democracy
Contemporary Issues (1) Updated Annually	<p>I have kept up to date with the news and current affairs around the world</p> <ul style="list-style-type: none"> I have kept up to date with the news and current affairs around the world <p>EXAMPLE:</p> <ul style="list-style-type: none"> To learn about the Syria crisis Work in groups to ask challenging questions about the crisis Watch news reports and other clips about the crisis and make notes on what is happening To be able to answer the question-‘What is happening in Syria?’ 	History Geography RS BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law BV Democracy
COLLAPSED SESSION – Mock Election Campaign (3)	<p>I can explain why it is important to vote and different voting systems</p> <ul style="list-style-type: none"> I can explain why it is important to vote and different voting systems I know more about politics 	SP4/SP6/SP7; M2/M4/M6; SO2/SO3/SO4/SO8; C3/C4 History BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law BV Democracy
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 2		
Emotional Health	I understand the effect of loss (bereavement/separation/divorce) and how to cope	SP1/SP2/SP3/SP4/SP6/SP7;

<p>& Life Events (3) Terminal Illness Divorce Bereavement Gender Stereotyping Sexual Health Contraception Pregnancy</p>	<p>with loss. I know the risks of unprotected sex. I know the sexually transmitted diseases are and their effects. I know the different types of contraception. I have thought about the influences on boys and girls as they grow up. I Have thought about what people should consider before starting a sexual relationship. I have learnt about the meanings of HIV and AIDS and have discussed how people can be affected by prejudice and how this might be challenged. I have considered the importance of commitment in relationships.</p>	<p>M1/M2/M3/M4/M5/M6/M7 RS Science BV Mutual Respect BV Rule of Law</p>
<p>E-Safety – Cyberbullying (3)</p>	<p>I understand the risks young people face when going online. I can define E-safety and cyberbullying. I can understand the effects cyberbullying can have. I have learnt about Internet safety. I understand the ways to reduce online risk and how to advise others about it.</p>	<p>SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law</p>
<p>ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION</p>		
<p>Term 3</p>		
<p>Cultural Identity (1)</p>	<p>I can define ‘diversity’ and ‘identity’. I understand that Britain is a diverse nation and the reasons why Britain is so diverse. I have learned about different identities and the contribution of different cultures I can give examples of identity and diversity from my own community and the wider world</p>	<p>History Geography RS BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law BV Democracy</p>

<p>Equality & Discrimination (2)</p>	<p>I have discussed topical and controversial issues like racism, sexism and homophobia</p> <ul style="list-style-type: none"> To learn about racism in the UK and discuss and debate racism Consider and discuss racism using a case study from Coronation Street Consider what we would do in a situation where someone is being racist Think about how racist the UK is and whether racism is a problem in UK society 	<p>SP1/SP2/SP4/SP6/SP7; M1/M2M4/M6/M7; SO3/SO5/SO6/SO7; C1/C2/C3/C4/C5/C6 History RS BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law BV Democracy</p>
<p>Sophie Lancaster Story (1-2)</p>	<ul style="list-style-type: none"> To consider our own identities and what the term identity means To think about how we are all similar and why we should cherish our different identities To design our own identity shields to illustrate our own identities To consider what we mean by the term diversity To use the example of Sophie Lancaster to consider reactions to diversity To consider why it is important to cherish different identities and how we can stop discrimination 	<p>SP1/SP2/SP4/SP6/SP7/SP8; M1/M2/M3/M4/M6/M7; SO1/SO2/SO3/S04/SO6/S07; C1/C3/C4/C5/C6; RS BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law</p>
<p>ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION</p>		
<p>Term 4 Careers and Wider World - Financial Wellbeing</p>		
<p>Financial Wellbeing Toolkit –Y8 Session 1 – Spending Wisely</p>	<p>I can explain the difference between a ‘need’ and a ‘want.’ I can identify the appropriate products to meet my needs I can identify the factors that influence my buying decisions I understand the different ways I can pay for goods and services. I know which forms of payment methods are available I can explain the difference between a current and a savings account</p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6 Business Maths</p>

	<p>I know what information is needed to open a bank account</p> <p>I can identify the range of places where I can buy common items and understand the concept of 'shopping around'</p>	
<p>Financial Wellbeing Toolkit –Y8 Session 2 – Saving for the future</p>	<p>I understand the short term and long term benefits of saving -</p> <p>I know the difference between a current account and a savings account</p> <p>I know what interest is and how it helps money 'grow'</p> <p>I can link savings to different life stages</p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6</p> <p>Business</p> <p>Maths</p>
<p>Financial Wellbeing Toolkit –Y8 Session 3 – Managing your money</p>	<p>I understand how money enters and leaves my life</p> <p>I know what a budget is and how budgets change depending on my circumstances</p> <p>I understand how my spending decisions and habits can impact on my long term financial goals.</p> <p>I can identify and describe the deductions that are made from a payslip</p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6</p> <p>Business</p> <p>Maths</p>
<p>Collapsed Session:</p> <p>What are the employment skills & qualities needed for work?</p> <p>What are my skills and qualities?</p> <p>What are transferrable skills? (1)</p>	<p>I can explain what employability skills qualities and values are and why they are important in the work place</p> <p>I know how to describe some employability skills qualities and values</p> <p>I know how to practice my employability skills qualities and values</p> <p>I can explain the skills of communication, teamwork, decision making and problem solving</p> <p>I have had an opportunity to practice and improve my communication skills</p> <p>I have had an opportunity to practice and improve my teamwork skills</p> <p>I have had an opportunity to practice and improve my problem solving skills</p> <p>I have had an opportunity to practice and improve my decision making skills</p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6</p>

<p>What types of job are there? What types of job are available in my local area? (1)</p>	<p>I can describe different types of work and have had an opportunity to investigate the range of employment in the local area (including any changes in employment trends) I have investigated a variety of familiar and unfamiliar jobs and can describe a range of jobs I was previously familiar and unfamiliar with; I am now able:-</p> <ul style="list-style-type: none"> • to recognise some employment sectors & identify some jobs within those sectors; • be able to describe how jobs are often transferable; • be aware of some of the duties or tasks required to perform a job • to explain ways in which some sectors rely on each other. 	<p>SP2/SP3/M2/M3/M5/SO5/SO6 Geography Business</p>
<p>Gender Stereotypes – Careers Stereotyping (1)</p>	<p>I can recognise that everyone has the same right to work as others and I can challenge stereotypes. I understand what is meant by Gender Stereotyping in Careers.</p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6</p>
<p>Active Tutorial Programme</p> <p><i>How do I start to plan a career? What influences me? How and where can you access careers information? How do I set personal goals?</i></p>	<p><i>Tutor Group Visit to the Careers Centre (Follow up sessions on Skills & Qualities & Aspirations)</i></p> <p>CIAG FOCUS – TUTOR LED</p> <p><i>I understand why goal setting is important in achieving success I can identify personal goals including targets for achievement I know some of the factors that can help and hinder my career planning I know who to go to for Careers Advice and Guidance – and where to seek help</i></p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6</p>

ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 5		
Democracy & Diversity Human Rights & Child Soldiers (3)	I know about the promises made by governments to all the children of the world. I can sort and categorise the key Human Rights protected by the UNCRC I know how Children’s rights are being protected around the world I know that many children in the world have not benefitted from Human Rights protection.	SP2/SP3/M2/M3/M5/SO5/SO6 Business BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law BV Democracy
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 6		
Alcohol & Smoking (1)	I understand the risks of underage drinking, binge drinking and smoking. I have considered how to help someone who wants to stop smoking. I have found out some key facts about alcohol use I have considered how to make personal choices about health, safety and wellbeing.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 Science PE
Drugs (1-2))	I can define ‘drugs’ and know the effects of drugs and how they impact on physical, emotional and mental health. I can understand the difference between ‘legal’ and ‘illegal drugs’ I have thought about the different ways we view people who use drugs I have learnt that there is help and support for people who have problems with drugs.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 Science PE
First Aid (1)	I have considered some basic health and safety ideas. I have learnt some basic first aid including the recovery position.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Year 9		
Term 1		

Global Citizenship – Human Rights (1)	I can explain how Citizens can participate in bringing about change I can ask challenging questions about citizenship issues	History Geography RS BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law BV Democracy
World Leaders (2)	I can compare the UK system of democracy to different parts of the world <ul style="list-style-type: none"> To learn about some of the worlds key political leaders To work in groups to create a presentation on one of the world’s political leaders and try and make them more appealing to young people 	SP4/SP6/SP7; M2/M4/M6; SO2/SO3/SO4/SO8; C3/C4 History RS BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law BV Democracy
Collapsed Session: Democracy & Diversity Young People, Crime & The Legal System	I understand that some young people commit crime and some of the reasons why they commit crime I know the types of crime associated with young people I understand the Legal System and how it impacts on young offenders.	BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law BV Democracy
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 2		
Choices – My Pathway How do I make	I can describe factors that can influence post-14 choices; and understand that subjects studied at school are relevant in the workplace. I know where to access information, advice and support to manage the decision	SP2/SP3/M2/M3/M5/SO5/SO6

<p>decisions? Where can I get help? How do I start to choose a career? What are my options? Which subjects should I study? What types of jobs are in demand? (LMI)</p>	<p>making process. I know where the careers Library is and know how to book a Careers Interview with Mrs Warren To start my Career Planning I know that I must</p> <ul style="list-style-type: none"> • be able to describe some of my skills and qualities and identify those that I need to develop further; • be able to identify goals and targets that reflect my own needs and priorities; 	
<p>Collapsed Session: (Tutors) (3) Careers: Choices/Options 1 Careers Fair 2 JED 3 Booklet START CAREERS PROFILE</p>	<p>CIAG FOCUS – TUTOR LED I have visited the careers Fair and investigate the different College and employment opportunities I have researched my careers ideas using JED Careers Software I have completed the ‘Which Way Now’ Booklet and the my Personal Careers Action Plan I able to describe my option choices at the end of Key Stage 3 and justify them; I know the benefits of taking part in optional enrichment activities;</p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6</p>
<p>ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION</p>		
<p>Term 3</p>		
<p>Prejudice & Discrimination including Racism, Sexism, Homophobia (3)</p>	<p>I understand the impact of racist, sexist and homophobic bullying. I have a detailed understanding of why citizens should appreciate different identities I have a detailed understanding of why citizens should appreciate diversity</p>	<p>SP2/SP3/SP4/SP5/SP6; M1/M2/M4/M6/M7/M8; SO1/SO3/SO5/SO6/SO7; C1;C4/C5 History Geography</p>

		<p>RS</p> <p>BV Individual Liberty</p> <p>BV Mutual Respect</p> <p>BV Tolerance of different faiths & beliefs</p> <p>BV Rule of Law</p> <p>BV Democracy</p>
Sexism: Are Beauty Contests Sexist?	<ul style="list-style-type: none"> To learn about what is meant by the term sexism To consider what is a sexist comment To learn about the Miss England beauty contest and whether beauty contests are sexist 	<p>SP2/SP3/SP4/SP5/SP6;</p> <p>M1/M2/M4/M6/M7/M8;</p> <p>SO1/SO3/SO5/SO6/SO7; C1;C4/C5</p> <p>BV Individual Liberty</p> <p>BV Mutual Respect</p> <p>BV Rule of Law</p>
Travellers and Gypsies	<ul style="list-style-type: none"> To develop our understanding of rights and responsibilities by learning about Travellers and gypsies Consider myths and legends about gypsies and Travellers and our own views In groups look at a case study of Travellers moving onto a local rugby pitch and decide what should happen to the Travellers 	<p>SP2/SP3/SP4/SP5/SP6;</p> <p>M1/M2/M4/M6/M7/M8;</p> <p>SO1/SO3/SO5/SO6/SO7/SO8;</p> <p>C1/C3/C4/C5/C6</p> <p>History</p> <p>BV Individual Liberty</p> <p>BV Mutual Respect</p> <p>BV Tolerance of different faiths & beliefs</p>
Debate: Example: Should Abu Qatada have been deported?	<p>I have researched and prepared for a debate on a controversial issue.</p> <p>I understand how to express my opinion in a constructive manner.</p>	<p>SP2/SP3/SP4/SP5/SP6;</p> <p>M1/M2/M4/M6/M7/M8;</p> <p>SO1/SO3/SO5/SO6/SO7/SO8;</p> <p>C1/C3/C4/C5/C6</p> <p>BV Individual Liberty</p> <p>BV Mutual Respect</p>

		BV Tolerance of different faiths & beliefs BV Rule of Law
Extension Activities	<ul style="list-style-type: none"> To learn more about identities and diversity To understand the Stephen Lawrence story Learn about discrimination like sexism and homophobia 	SP2/SP3/SP4/SP5/SP7/SP8; M2/M3/M4/M7; S01/SO2/SO3/SO5/SO6; C1/C3/C4/C5/C6 BV Individual Liberty BV Mutual Respect BV Tolerance of different faiths & beliefs BV Rule of Law
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 4		
1 Financial Wellbeing Toolkit – Session 4 – Credit & debit	<p>I can define ‘borrowing’, ‘debt’ and ‘credit’</p> <p>I can list some of the different ways of borrowing money and identify the advantages and disadvantages of the different ways of borrowing money.</p> <p>I know what questions to ask before borrowing money</p> <p>I know the difference between manageable and unmanageable debt</p> <p>I know where to get help if my debt becomes unmanageable.</p>	SP2/SP3/M2/M3/M5/SO5/SO6 Business Maths
2 Financial Wellbeing Toolkit – Session 5 – Staying safe with Money	<p>I understand that some financial habits and transactions are risky</p> <p>I know how to minimise risk when handling and using money</p> <p>I can describe how to shop online</p> <p>I know how to stay safe when shopping and banking online</p> <p>I know that some people may be targeted by ‘scammers’</p>	SP2/SP3/M2/M3/M5/SO5/SO6 Business Maths
2 Financial Wellbeing Toolkit – Session 6 – The cost of living	<p>I know what insurance is and how insurance can cover the costs that arise from loss or damage</p> <p>I know what pensions and the different sources of pension income.</p> <p>I understand the main expenses involved in running a household</p>	SP2/SP3/M2/M3/M5/SO5/SO6 Business Maths

	<p>I can budget for different expenses</p> <p>I can use price comparison websites and know how to shop safely online</p>	
<p>Collapsed Session: Enterprise Event (3)</p>	<p>What are Enterprising people like?</p> <p>How can I be Enterprising?</p> <p>Why do Employers want Enterprising staff?</p> <p>What is an Entrepreneur?</p> <p>Could I be an Entrepreneur?</p> <p>I understand the benefits of being ambitious and enterprising</p> <p>I know the skills and qualities required to engage in enterprise</p> <p>I understand the different types of business and how they are organised</p> <p>British Values Competition – Our Way</p>	<p>SP2/SP3/M2/M3/M5/SO5/SO6</p> <p>Business</p> <p>BV Individual Liberty</p> <p>BV Mutual Respect</p> <p>BV Tolerance of different faiths & beliefs</p> <p>BV Rule of Law</p> <p>BV Democracy</p>
<p>ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION</p>		
<p>Term 5</p>		
<p>Mental Health (1)</p>	<p>I understand what mental health is and why it is important.</p> <p>I understand what stress is and can think of examples of stressful situations I may find myself in.</p> <p>I have thought about strategies for dealing with stress and how I can help my peers who may be experiencing stressful situations.</p>	<p>SP1/SP2/SP3/SP4/SP6/SP7;</p> <p>M1/M2/M3/M4/M5/M6/M7</p> <p>RS</p> <p>BV Individual Liberty</p> <p>BV Mutual Respect</p>
<p>Self Esteem, Body Image & the Media (1)</p>	<p>I have looked at what influences the way we feel about ourselves</p> <p>I have thought about how people build the resilience they need.</p> <p>I recognise how the media portrays young people and how the media can influence ideas about body image.</p>	<p>SP1/SP2/SP3/SP4/SP6/SP7;</p> <p>M1/M2/M3/M4/M5/M6/M7</p> <p>RS</p> <p>BV Individual Liberty</p> <p>BV Mutual Respect</p> <p>BV Tolerance of different faiths & beliefs</p>

Pornography (1)	I can define 'pornography' and understand that people think about pornography in different ways.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 RS BV Individual Liberty BV Mutual Respect BV Rule of Law
ASSESSMENT: PROGRESS TRACKER OR STUDENT REFLECTION		
Term 6		
Relationships – Consent (1)	I have considered if boys and girls receive equal respect and have considered a range of situations related to gender stereotyping. I know what consent is and the law on consent in the UK. I have learnt strategies to make choices and to say “no” I understand that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not consent.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 RS BV Individual Liberty BV Mutual Respect BV Rule of Law
Illegal Drugs (2)	I know the different types of drugs and how they are categorised in the UK. I understand the risks of taking drugs and the effects they have. I know how to access local health services.	SP1/SP2/SP3/SP4/SP6/SP7; M1/M2/M3/M4/M5/M6/M7 RS BV Individual Liberty BV Rule of Law
Year 10		
Relationships	SEE SCHEME OF WORK – LIFE: CULTURE, PHILOSOPHY & ETHICS (RS Department)	
Medical Ethics	SEE SCHEME OF WORK – LIFE: CULTURE, PHILOSOPHY & ETHICS (RS Department)	
Collapsed Sessions:	September – Careers & Wider World – Work Experience November – Relationships & Wellbeing – Anti-Bullying Day with Year 7 March – Careers & Wider World – Financial Education	
Year 11		
Relationships	SEE SCHEME OF WORK – LIFE: CULTURE, PHILOSOPHY & ETHICS (RS Department)	
Medical Ethics	SEE SCHEME OF WORK – LIFE: CULTURE, PHILOSOPHY & ETHICS (RS Department)	
Collapsed	September – Careers & Wider World – Career Planning	

Sessions:	November – Careers & Wider World – Careers Fair March – Revision & Revision Planning
SMSC	
Spiritual	
	Students will have the opportunity to:
SP1	Foster their own inner lives and non-material wellbeing
SP2	Sustain their self-esteem in their learning experience
SP3	Develop their capacity for critical and independent thought
SP4	Foster their emotional life and express their feelings
SP5	Experience moments of stillness and reflection
SP6	Discuss their beliefs, feelings values and responses to personal experiences
SP7	Form and maintain worthwhile and satisfying relationships
SP8	Reflect on, consider and celebrate the wonders and mysteries of life
Moral	
M1	Reflect on the consequences of their actions and learn how to forgive themselves and others, which are attitudes they need in order to make responsible moral decisions and act on them
M2	Recognise the unique value of each individual
M3	Recognise the challenge of life today and the role they play in it
M4	Listen and respond appropriately to the views of others
M5	Gain the confidence to cope with setbacks and learn from mistakes
M6	Take initiative and act responsively with consideration for others
M7	Distinguish between right and wrong
M8	Show respect for the environment
Social	
SO1	Display a sense of belonging and an increasing willingness to participate
SO2	Make an active contribution to the democratic process in each of their communities
SO3	Develop an understanding of their individual and group identity
SO4	Learn about service in the school and the wider community
SO5	Begin to understand the place they have within society and the role they need to play

S06	Understand the changing nature of society and how this is an opportunity not a threat
S07	Develop their compassion for others in society
S08	Take initiative on wider social issues and establish ways they can help on an individual, local and national and global scale
Cultural	
C1	Recognise the value and richness of cultural diversity in Britain and how these influence individuals in society
C2	Recognise world faiths and beliefs and the impact they have on our culture
C3	Develop an understanding of Britain's' local, national, European and global dimensions
C4	Broaden their perspectives on different communities and cultures within the local area
C5	Interact with different cultures/lifestyles and explore their advantages and disadvantages
C6	Develop an understanding of Britain's local, national, European and global dimensions