

GUILSBOROUGH ACADEMY

SMSC AND BRITISH VALUES POLICY

Policy Name	SMSC and British Values
Committee	Standards and Curriculum
Owner	Assistant Principal, Principal
Statutory	No
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At Guilsborough Academy we are **global citizens** ready for the 21st Century looking outwards and grasping every opportunity is key to the success of our students and our school community. We are determined to offer our students every life skill that will ensure they become key members of our society and future leaders on the global stage. As an Academy we support our students to be global citizens and ambassadors of the best of British values. Our students have every chance to develop themselves during their time with us by embracing the rich cultural opportunities that we offer. As the young people leave our school community, they will “Be the change they want to be in the world”.

Rationale

Spiritual, Moral, Social and Cultural (SMSC) education at Guilsborough Academy helps children develop personal qualities and are about the values students are encouraged to hold and their attitude towards learning, knowledge and society. SMSC is fundamental to preparing young people for life and at Guilsborough Academy Students are supported to develop positive attitudes and beliefs through a range of curricular and non-curricular activities. SMSC permeates the life and work of the Academy – we seek to develop attitudes and values that will enable Students to become responsible and caring members of society by providing education to understand the world and change it for the better.

Definition

Guilsborough Academy uses the following definitions of Spiritual, Moral, Social and Cultural:

Spiritual

Beliefs, religious or otherwise, which inform Students' perspective on life and their interest in and respect for different people's feelings and values. This includes but is not limited to; a sense of enjoyment and fascination in learning about themselves, others and the world around them, (including the intangible), use of imagination and creativity in their learning and a willingness to reflect on their experiences.

Moral

Refers to the ability to recognise the difference between right and wrong and Students' readiness to apply this understanding in their own lives. An understanding of the consequences of their actions and an interest in investigating and offering reasoned views about moral and ethical issues are included in this category.

Social

Students will be taught to use of a range of social skills in different contexts. This includes but is not limited to; working and socialising with students from different religious, ethnic and socio- economic backgrounds, a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Students may also show an interest in, and understanding of, the ways communities and societies function at a variety of levels.

Cultural

This encompasses an understanding and appreciation of the wide range of cultural influences that have shaped their own heritage. Students will demonstrate the willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities. This will be supplemented by an understanding of and respect for cultural diversity, including the extent to which they understand, accept, respect and celebrate diversity. This is likely to be seen in their attitudes towards different religious, ethnic and socio- economic groups in the local, national and global communities.

Aims of SMSC

At Guilsborough Academy we aim for students to:

- be reflective about beliefs, values and more profound aspects of human experience, use their imagination and creativity, and develop curiosity in their learning
- develop and apply an understanding of right and wrong in their school life and life outside school
- take part in a range of activities requiring different social skills
- develop an awareness of, and respect towards, diversity in relation to gender, race, religion and belief, culture, sexual orientation, and disability, among others
- gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training
- overcome barriers to their learning

- respond positively to a range of artistic, sporting and other cultural opportunities, provided by the school
- develop the skills and attitudes to enable them to participate fully and positively in democratic, modern Britain
- understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life
- contribute to the Academy by developing their leadership roles and/or participating in opportunities to exercise their voice

As an Academy we are aware of our collective responsibilities towards spiritual, moral, social and cultural education and to this end we aim to ensure:

- That all staff are aware of their role in developing Students' morals, interpersonal skills and self-esteem, and in preparing Students for the opportunities, responsibilities and experiences of adult life
- We celebrate student achievement, foster a sense of community, explore relevant SMSC issues and involve Students as active participants as much as possible
- Students have information about all extra-curricular and enrichment activities
- That the Life Skills programme helps students to develop the skills, values, knowledge and attitudes they need to make positive and healthy life decisions
- That the tutorial programme provides opportunities for discussion and reflection on relevant themes
- Community and business links are built into the curriculum wherever possible
- Displays and teaching resources reflect and respect cultural diversity
- Opportunities are provided for all Students to discuss issues and to take on responsibility and exercise their voice in a variety of settings

Staff are expected to provide a role model based on courtesy, mutual respect and positive intent, and be prepared to listen to Students' views and encourage them to listen to each other.

They are also aware of the opportunities presented every day through curricular and extra-curricular activities to develop Students' skills, attitudes and understanding.

British Values

We recognise the importance of fundamental British Values and students must be encouraged to regard people of all faiths, races and cultures with respect and tolerance. These values include democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As outlined in the government guidance for the Promotion of British Values.

It is expected that Students should understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The school's ethos and teaching, which schools should make parents aware of, should support the rule of English civil and criminal law and schools should not teach anything that undermines it.

Guilsborough Academy actively promotes these British Values through its SMSC strategy including the assembly and tutor programme, vision and ethos, policies and practices, Life Skills programme, student leadership opportunities, extra-curricular provision and our House System.

How the Curriculum contributes to SMSC

English

- Exposing Students to a breadth of British, and world, literature; classic, canonical and modern, and across genres.
- Helping students to master important literacy skills such as comprehension, grammatical control, spelling rules and organising a text so that they are confident and literate communicators.
- Helping students to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language
- Developing confidence and expertise in language, which is an important aspect of individual and social identity
- Developing students' awareness of moral and social issues in fiction, journalism, magazines, radio, television, and film
- Enabling students to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film, and television

Mathematics

- Social development: through helping Students work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.
- Moral development: helping Students recognize how logical reasoning can be used to consider the consequences of particular decisions and choices and helping them learn the value of mathematical truth.
- Spiritual development: through helping Students obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Cultural development: through helping Students appreciate that mathematical thought contributes to the development of our culture and is becoming increasingly central to our highly technological future, and through recognizing that mathematicians from many cultures have contributed to the development of modern-day mathematics.
- Helping students to recognise that mathematicians from many cultures have contributed to the development of modern-day mathematics.
- Helping students to obtain an insight into the infinite, and through explaining the underlying mathematical principles behind natural forms and patterns.
- Helping students to work together productively on complex mathematical tasks and helping them see that the result is often better than any of them could achieve separately.

Science

- A consideration of the moral dilemmas that can result in scientific dilemmas
- Encourages students to reflect on the wonder of the natural world
- Showing respect for differing opinions
- Helps students to analyse the information from social media, the internet, and other media forms
- Raising awareness that scientific developments are the product of many steps in the process of scientific research
- Helps students to express personal views or values
- Cooperation in practical activity

Humanities

- Students learning about beliefs, values and the concept of spirituality
- Various comparative studies, such as comparing the Cold War to recent events between Countries
- Discussing and reflecting on a wide range of moral issues such as slavery, the holocaust and imperialism

- Teaching through dilemmas which encourage student reflection
- Opportunities for reflection on the creation of earth and its origins, future and diversity
- The study of people and physical geography which gives our students the chance to reflect on the social and cultural characteristics of society

Modern Foreign Languages

- Students gaining insights into the way of life, cultural traditions, moral and social developments of other people
- Social skills being developed through group activities, trips and communication exercises
- Listening skills being improved through oral books
- Group discussions that look at different perspectives/mentalities of a topic
- Comparative studies for example. Comparing different school systems

Art

- Art lessons develop pupils' aesthetic appreciation.
- Giving pupils the chance to reflect on nature, their environment and surroundings.
- Studying artists with a spiritual or religious theme, issues raised by artists which concerns ethical issues, such as War paintings.
- Giving students the opportunity to study self-identity and that of others (ideas, feelings, empathy).
- The studying of other cultures through their art.
- Opportunities to work together.

Business Education

- Developing students' appreciation of culture when looking at National and Global issues.
- Students being encouraged to have respect and tolerance for people and stakeholders of different cultures.
- Students being encouraged to challenge their own values and attitudes as members of society.
- Students developing cooperation and teamwork skills by working within groups.
- Studying topics with a moral theme such as ethics in promotion and consequences
- SMSC issues addressed in case studies to enable student reflection
- Exploring the non-financial objectives of business organisations such as social enterprises.

Drama

- Teaching which challenges and encourages open thinking on sensitive issues.
- Learning where the creative spirit can explore safely even when taking risks.
- Learning that demands adaption of social relationships.
- Learning to experience SMSC journey practically and theoretically adapting and changing where demanded by imagined situation.
- Working on all SMSC levels to face real challenges and increased confidence, self-esteem through problem solving.
- Learning to work ensemble – socially interacting and adapting.
- Teaching that encourages students to be open to other cultures.
- Encouraging discussion and reflection upon a range of personal experiences (own performance) and observed experiences (trips, concerts, and peer performances).
- Art evoking feelings of 'awe' and 'wonder'.
- Studying artists with a spiritual or cultural theme and issues raised by artists, which concern ethical issues, such as War paintings.
- Projects that explore moral issues such as Art and Conflict.

Design and Technology

- SMSC objectives being embedded within Food Technology lessons
- Reflecting on products and inventions, the diversity of materials and ways in which design can improve the quality of lives
- Developing an awareness of the moral dilemmas created by technological advances

- Providing opportunities to work as a team, recognising the strengths of others, sharing equipment
- Giving the opportunity to examine cultural differences in food and diet
- Acknowledging government guidelines for health and dietary requirements

ICT

- Increasing awareness of the moral dilemmas created by technological advances and establishing boundaries in society by considering what is acceptable
- Providing opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future
- Preparing students for the challenge of living and learning in a technologically enriched, increasingly interconnected world
- Students learn about and adhere to legislation and codes of practice including acknowledging sources and respecting copyright when developing digital products
- Students work together to investigate the impact of digital inclusion and the digital divide locally, nationally and globally
- Students study the sustainability issues and ways of minimising the environmental impact of ICT whilst considering the impact of ICT on working practices

Music

- Teaching that encourages pupils to be open to the music of other cultures
- Discussing and reflecting upon a range of personal experiences (own performance) and observed experiences (trips, concerts and peer performances)
- Lead pupils to appreciate aesthetic order, beauty and on occasion ambiguity, for example through listening activities, where possible beyond their common experience
- Looking at the way music can change moods and behaviour
- Offer a range of high quality off-timetable music enrichment activities, for example access to individual instrumental/vocal/theory lessons with specialist peripatetic teachers

PE

- Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play
- Develop moral integrity through participation, discussion and assemblies
- Developing the sense of enjoyment and interest in a variety of activities to encourage self-development
- Opportunity for self-reaction, awareness and challenge
- Being a member of a team, team spirit, valuing the contribution of others within a team
- Appreciation of aesthetic beauty of the movements and expression of emotion within gymnastics, dance and trampolining
- Learning that sport is an important element of many cultures
- Celebrating different cultures and sport (national schools sports wee, theory)
- Celebration of individual and team success (newsletter, sports awards, leadership programme and sports tours)

Life Skills (See Appendix A)

- Learning to work together to create solutions that try to address challenges facing neighbourhoods and wider communities
- Developing knowledge and skills to make a positive contribution to society as informed and responsible citizens
- Appreciating diversity, understanding different viewpoints, collaborations for change
- Exploring questions about democracy, justice, inequality, how we are governed and organised

Beyond the Curriculum

We deliver SMSC beyond the curriculum in a variety of ways:

- Assemblies linked to Spiritual, Moral, Social or Cultural themes encouraging community spirit and communal reflection
- Our extensive extra-curricular programme that includes a range of opportunities including The Duke of Edinburgh's Award, Performing Arts, Visual Arts, Sport, ICT, and other areas
- School productions in all of the performing arts
- Offering a range of out-of-school learning opportunities
- Working with external speakers and experts in various disciplines, including the appointment of resident authors, artists and so on.
- A comprehensive range of student services is offered including careers interviews, mentoring, counselling, and health services.

Monitoring and Evaluation

Provision for SMSC is monitored and reviewed on a regular basis. This is achieved through a combination of:

- Information sessions monitoring of teaching and learning across the curriculum but particularly within Life Skills and RE lessons
- Regular discussions at staff and governors' meetings
- Yearly audit of policies and units of study, including extra-curricular provision and assemblies
- SMSC reporting to governors through the Academy Improvement Planning process
- Student Voice

SMSC is particularly important to us as a predominately white middle class Academy, where personal views can sometimes be affected by limited levels of cultural exposure. Through our SMSC Policy we aim to enlighten and educate all students on the benefits of understanding and acceptance of others. Our Life Skills Curriculum supports the evolution of SMSC at our Academy because it provides students and staff with high quality resources to engage with on a weekly basis. Our whole Academy Drop Down Days also support the development of SMSC by embracing and celebrating our core values at Guilsborough.

Appendix A: How the Life Skills Curriculum covers SMSC and British Values

SMSC and British Values covered by GA Personal Development Programme of Study	Guilsborough Academy Personal Development Spiritual, Moral, Social and Cultural Content and Core British Values				
	Lesson offering coverage per item for each year group:				
	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
(1) Are reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values	<p>Introduction to the Year – meet and great and relationship building / rule structures / aims of the year.</p> <p>Discrimination: Racism and stereotypes</p> <p>Maintaining genuine relationships and avoiding toxic ones</p> <p>Families and different long term commitments</p> <p>Romance, love, new feelings and teenage relationships</p> <p>How can prevent online Bullying? Bullying or Banter. What is and isn't acceptable.</p> <p>How can we keep safe and positive relationships?</p> <p>How can I commit to a healthy life?</p> <p>How can we keep good mental health and spot the signs of depression?</p> <p>How can I control anger?</p>	<p>Consent</p> <p>Contraception</p> <p>Sexting and image sharing dangers</p> <p>Male Body image</p> <p>Domestic Conflict</p> <p>British Values – Tolerance</p> <p>Extremism – Sharia</p> <p>Law in the UK?</p> <p>Prejudice and discrimination – Religion</p> <p>Teamwork</p> <p>Communication skills</p> <p>Managing by behaviour to succeed</p> <p>Emotional Literacy – Self Awareness</p> <p>Mindfulness</p> <p>Cancer Awareness</p> <p>Personal Safety and First Aid</p> <p>Teenage pregnancy</p> <p>Stereotypes and Prejudice – Disability</p> <p>LGBT discrimination around the world</p> <p>Discrimination and stereotypes – Teenagers</p> <p>Environmental Issues</p>	<p>Eating disorders</p> <p>Body Image</p> <p>Abusive Relationships</p> <p>Peer Pressure</p> <p>British community, religion and culture</p> <p>British Values – Identity</p> <p>The LGBTQAI+ Community</p> <p>Vaccinations, organ and blood donation</p> <p>stem cells and hygiene</p> <p>Self-Harm</p> <p>Behaving to achieve – the need for rules</p> <p>Human Rights – Access to Education</p> <p>Interpersonal Skills</p> <p>Discrimination and Equality Act 2010</p> <p>Coping with Stress</p> <p>Managing Anxiety</p> <p>Enterprise and workplace skills and characteristics</p> <p>Employability – Applying and preparing for the world of work</p>	<p>Managing tough times: change, grief and bereavement</p> <p>Suicide</p> <p>Managing social anxiety</p> <p>Homelessness</p> <p>Hate Crime</p> <p>Tattoos and Piercings</p> <p>Rights and responsibilities</p> <p>Anti-Social Behaviour</p> <p>Terrorism and holy war</p> <p>Overt and Covert Racism</p> <p>Forced and arranged marriages</p> <p>Relationships with role models</p> <p>Same – sex relationships</p> <p>Gender and Trans Identity</p> <p>Community Cohesion</p> <p>Sexism</p> <p>Parenting</p>	<p>Why is PSHE so important?</p> <p>Identity and Diversity</p> <p>How does privilege affect us?</p> <p>Obesity and positive body image</p> <p>Risk taking and decision making</p> <p>Personal safety in the wider world</p> <p>Bullying and Body shaming</p> <p>Types of relationship</p> <p>Consent, rape and sexual harassment</p> <p>What makes good sex</p> <p>Safe sex and Chem sex</p> <p>Relationship break-ups</p> <p>Happiness and positivity</p> <p>Sustainability: Animal Rights</p> <p>Multiculturalism – British Values</p> <p>Right-Wing Extremism</p>



			Why do teens get involved with knife crime and what are the consequences?		
(2) Have a sense of enjoyment and fascination in learning about themselves, others and the world around them	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Aspirations</p> <p>The importance of self esteem</p> <p>Wants and needs</p> <p>Discrimination: Racism and stereotypes</p> <p>Ethical Consumers</p> <p>What do we mean by healthy lifestyle?</p> <p>How can I keep a balanced diet?</p> <p>How do I know if I am eating healthy?</p> <p>What are the consequences of not living healthily?</p> <p>What's the big deal about energy drinks?</p> <p>How can we keep good mental health and spot the signs of depression?</p> <p>How can I control anger?</p> <p>Puberty. What's normal and what can I expect?</p> <p>Periods, the menstrual cycle and PMS – what do I need to know?</p> <p>FGM – what is it, why is it so serious and</p>	<p>Consent</p> <p>Contraception</p> <p>STI's</p> <p>Male Body image</p> <p>Domestic Conflict</p> <p>Who are radical groups?</p> <p>Where does extremism come from?</p> <p>EXTREMISM: SHARIA LAW in the UK?</p> <p>Preventing radicalisation and extremism.</p> <p>Prejudice and discrimination – Religion</p> <p>Teamwork</p> <p>Communication skills</p> <p>Self-Confidence and goals</p> <p>Personal development and target setting</p> <p>Cancer Awareness</p> <p>Personal Safety and First Aid</p> <p>Teenage pregnancy</p> <p>Stereotypes and Prejudice – Disability</p> <p>LGBT discrimination around the world</p> <p>Discrimination and stereotypes – Teenagers</p>	<p>Eating disorders</p> <p>Body Image</p> <p>British community, religion and culture</p> <p>British Values – Identity</p> <p>The LGBTQAI+ Community</p> <p>Self-Harm</p> <p>Interpersonal Skills</p> <p>Discrimination and Equality Act 2010</p> <p>Growth Mindset</p> <p>Taking control of my future</p> <p>Who are UNICEF and how do they help around the world?</p> <p>Human rights – Trafficking.</p> <p>How and why does the UK help people in other countries?</p> <p>What is sustainability and how can we personally live in a more sustainable way?</p>	<p>Managing tough times: change, grief and bereavement</p> <p>Suicide</p> <p>Social media and self-esteem</p> <p>Screen Time</p> <p>Effective time management</p> <p>Living Sustainably</p> <p>Homelessness</p> <p>Binge Drinking</p> <p>The right career for me</p> <p>Rights and responsibilities</p> <p>Why do we need an international Women's day?</p> <p>The Criminal Justice System</p> <p>Anti-Social Behaviour</p> <p>Terrorism and holy war</p> <p>Overt and Covert Racism</p> <p>Fake news and critical thinking</p> <p>Forced and arranged marriages</p>	<p>Why is PSHE so important?</p> <p>Identity and Diversity</p> <p>How does privilege affect us?</p> <p>Perseverance and Procrastination.</p> <p>Obesity and positive body image</p> <p>Fertility and reproductive health.</p> <p>The importance of sleep</p> <p>Risk taking and decision making</p> <p>Gambling and on line gambling</p> <p>Personal safety in the wider world</p> <p>Bullying and Body shaming</p> <p>Consent, rape and sexual harassment</p> <p>Safe sex and Chem sex</p> <p>Happiness and positivity</p> <p>Independent Living</p>



	what can we all do to help?	How can we avoid online groomers Environmental Issues		Harassment and stalking Revenge Porn Same – sex relationships Relationships with role models Gender and Trans Identity Community Cohesion Sexism Parenting	
(3) Use imagination and creativity in their learning	Year 7	Year 8	Year 9	Year 10	Year 11
	Aspirations Keeping safe online. Safe social media Ethical Consumers How can I create a personal budget plan Reflection on the topics so far How can we keep safe and positive relationships? How can I keep a balanced diet? How can I commit to a healthy life?	Where does extremism come from? Reflection on the topics so far Entrepreneurs Teamwork Communication skills Personal development and target setting Managing by behaviour to succeed Mindfulness Personal Safety and First Aid Environmental Issues	British community, religion and culture Alcohol Awareness Drugs and the Law Reflection on the topics so far Interpersonal Skills Selfie Safety How can I successfully manage my money? Who are UNICEF and how do they help around the world? What is sustainability and how can we personally live in a more sustainable way?	Effective time management Living Sustainably Reflection on the topics so far The right career for me Employability skills and CV's Preparing for work experience Conflict Management Community Cohesion	How does privilege affect us? Risk taking and decision making Digital Footprints Personal safety in the wider world Happiness and positivity Applying to College and University Preparing for Job Interviews Independent Living Health and Safety at Work

(4) Reflect on their experiences	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>The importance of self esteem Wants and needs Keeping safe online. Safe Social Media Romance, love, new feelings and teenage relationships What is budgeting and how do we do it? How can I create a personal budget plan Maintaining genuine relationships and avoiding toxic ones Families and different long term commitments Bullying or Banter. What is and isn't acceptable. How can prevent online Bullying? How can we keep safe and positive relationships? What does it mean to be a British Citizen? How can I keep a balanced diet? How do I know if I am eating healthy? What are the consequences of not living healthily? What's the big deal about energy drinks? How can I commit to a healthy life? Why is smoking so bad for us and why</p>	<p>Contraception Sexting and image sharing dangers Male Body image British Values – Tolerance Teamwork Communication skills Self-Confidence and goals Personal development and target setting Managing by behaviour to succeed Emotional Literacy – Self Awareness Mindfulness Cancer Awareness Personal Safety and First Aid LGBT discrimination around the world Discrimination and stereotypes – Teenagers Environmental Issues</p>	<p>Eating disorders Body Image Abusive Relationships Peer Pressure British Values – Identity The LGBTQAI+ Community Vaccinations, organ and blood donation stem cells and hygiene Self-Harm Behaving to achieve – the need for rules Human Rights – Access to Education Interpersonal Skills Growth Mindset Coping with Stress Managing Anxiety Selfie Safety Taking control of my future How can we keep financially savvy and avoid debt? How can I successfully manage my money? What is sustainability and how can we personally live in a more sustainable way? Why do teens get involved with knife crime and what are the consequences?</p>	<p>Managing tough times: change, grief and bereavement Managing social anxiety Social media and self-esteem Screen Time Effective time management Tattoos and Piercings Binge Drinking The right career for me Employability skills and CV's Preparing for work experience Rights and responsibilities Anti-Social Behaviour Conflict Management Relationships with role models Same – sex relationships Gender and Trans Identity Community Cohesion Sexism Parenting</p>	<p>Why is PSHE so important? Identity and Diversity How does privilege affect us? Obesity and positive body image Perseverance and Procrastination. The importance of sleep Risk taking and decision making Gambling and on line gambling Digital Footprints Personal safety in the wider world Bullying and Body shaming Types of relationship What makes good sex Relationship break-ups Happiness and positivity Fun Quiz overview Sustainability: Animal Rights Pollution, Plastics and the Environment Multiculturalism – British Values Right-Wing Extremism Internet Safety – The Dark Web Applying to College and University Preparing for Job Interviews Independent Living</p>



	<p>should we try and avoid secondary smoking? How can we keep good mental health and spot the signs of depression? How can we keep good mental health and spot the signs of depression? How can I control anger?</p>		Living Sustainably		Health and Safety at Work
<p>(5) Know difference between right and wrong and apply this in school and in their own lives</p>	<p>Year 7 Introduction to the Year – meet and great and relationship building / rule structures / aims of the year. Wants and needs Ethical Consumers Bullying or Banter. What is and isn't acceptable. How can prevent online Bullying?</p>	<p>Year 8 Consent British Values – Tolerance Managing by behaviour to succeed Emotional Literacy – Self Awareness Stereotypes and Prejudice – Disability LGBT discrimination around the world</p>	<p>Year 9 Human Rights – Access to Education Interpersonal Skills Taking control of my future How does the law deal with young offenders? Why do teens get involved with knife crime and what are the consequences?</p>	<p>Year 10 The right career for me Rights and responsibilities The Criminal Justice System Anti-Social Behaviour Relationships with role models Community Cohesion</p>	<p>Year 11 How does privilege affect us? Perseverance and Procrastination. The importance of sleep Gambling and on line gambling Personal safety in the wider world Consent, rape and sexual harassment What makes good sex Relationship break-ups Internet Safety – The</p>

					Dark Web Cyber Crime and Online Fraud
	Year 7	Year 8	Year 9	Year 10	Year 11
(6) Understand the consequences of their behaviour and actions	<p>Aspirations The importance of self esteem Wants and needs Discrimination: Racism and stereotypes Keeping safe online. Safe Social Media Maintaining genuine relationships and avoiding toxic ones Bullying or Banter. What is and isn't acceptable. How can we keep safe and positive relationships? How can I keep a balanced diet? Why is smoking so bad for us and why should we try and avoid secondary smoking? How dangerous are drugs and what are the different types? How can I control anger?</p>	<p>Consent Contraception Sexting and image sharing dangers STI's Domestic Conflict British Values – Tolerance Communication skills Vaping, Nicotine and addiction Personal Safety and First Aid Stereotypes and Prejudice - Disability</p>	<p>Eating disorders Abusive Relationships Peer Pressure The LGBTQAI+ Community Alcohol Awareness Drugs and the Law Self-Harm Behaving to achieve – the need for rules Growth Mindset Coping with Stress Managing Anxiety Taking control of my future Enterprise and workplace skills and characteristics Consumers and the law – what are my rights</p>	<p>Managing social anxiety Social media and self-esteem Screen Time Effective time management Hate Crime Tattoos and Piercings Binge Drinking Employability skills and CV's Rights and responsibilities County Lines Conflict Management Harassment and stalking Sexism Parenting</p>	<p>Perseverance and Procrastination. The importance of sleep Risk taking and decision making Gambling and on line gambling Digital Footprints Personal safety in the wider world Consent, rape and sexual harassment Relationship break-ups Pollution, Plastics and the Environment Right-Wing Extremism Internet Safety – The Dark Web Cyber Crime and Online Fraud Health and Safety at Work Trade Unions</p>



	Year 7	Year 8	Year 9	Year 10	Year 11
(7) Develop social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds	Ethical Consumers Maintaining genuine relationships and avoiding toxic ones Families and different long term commitments Romance, love, new feelings and teenage relationships What does it mean to be a British Citizen?	British Values – Tolerance EXTREMISM: SHARIA LAW in the UK? Preventing radicalisation and extremism. Prejudice and discrimination – Religion Teamwork Communication skills Emotional Literacy – Self Awareness	British community, religion and culture British Values – Identity The LGBTQAI+ Community Interpersonal Skills Discrimination and Equality Act 2010 Work skills, enterprise and the working environment Employability – Applying and preparing for the world of work	Work experience Social media and self-esteem Homelessness Hate Crime Employability skills and CV's Careers in STEM Anti-Social Behaviour Relationships with role models Community Cohesion	Group work and discussions. Mock interviews with outside providers. Why is PSHE so important? How does privilege affect us? Types of relationship What makes good sex Happiness and positivity Fun Quiz overview Sustainability: Animal Rights Globalization Multiculturalism – British Values Trade Unions
(8) Participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively (this needs to be conducted in these settings)	Year 7	Year 8	Year 9	Year 10	Year 11
	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations and interactions / outside providers	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations and interactions / outside providers	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations and interactions / outside providers	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations and interactions / outside providers	Role Play. Group work. Charity work within the year. Problem solving activities. Working in various settings – class – drama presentations and interactions / outside providers Why is PSHE so important? What makes good sex Relationship break-ups Fun Quiz overview Multiculturalism – British Values Right-Wing Extremism

	Year 7	Year 8	Year 9	Year 10	Year 11
<p>(9) Accept and engage with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.</p>	<p>Ethical Consumers Maintaining genuine relationships and avoiding toxic ones Families and different long term commitments Romance, love, new feelings and teenage relationships Bullying or Banter. What is and isn't acceptable. How can we keep safe and positive relationships? What does it mean to be a British Citizen? How can we keep good mental health and spot the signs of depression? FGM – what is it, why is it so serious and what can we all do to help?</p>	<p>British Values – Tolerance Preventing radicalisation and extremism. Teamwork Communication skills Stereotypes and Prejudice – Disability LGBT discrimination around the world Discrimination and stereotypes - Teenagers</p>	<p>British community, religion and culture British Values – Identity The LGBTQAI+ Community Behaving to achieve – the need for rules Human Rights – Access to Education Enterprise and workplace skills and characteristics How and why does the UK help people in other countries? What is sustainability and how can we personally live in a more sustainable way? How does the law deal with young offenders? Why do teens get involved with knife crime and what are the consequences?</p>	<p>Rights and responsibilities Overt and Covert Racism Why do we need an international Women's day? Forced and arranged marriages Same – sex relationships Gender and Trans Identity Community Cohesion Sexism</p>	<p>Types of relationship How does privilege affect us? Identity and Diversity Obesity and positive body image Fertility and reproductive health. Personal safety in the wider world What makes good sex Relationship break-ups Happiness and positivity Pollution, Plastics and the Environment Globalization Multiculturalism – British Values Right-Wing Extremism Cyber Crime and Online Fraud Applying to College and University Preparing for Job Interviews Independent Living Health and Safety at Work Trade Unions</p>