

Character and Culture Overview 2023-24

Red – British Values, Blue – Diversity, Green – Society, Purple – Cultural Respect / other green = Gatsby Benchmarks

	Term 1 Building skills for life (Careers)	Term 2 Values & Culture	Term 3 Taking Care of Myself	Term 4 Democratic Britain	Term 5 Community Issues	Term 6 Relationships & Me
KS3	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
Year 7	<p>Introduction – Welcome back to school</p> <p>What are our Bilton School core values?</p> <p>How do our emergency service show core values?</p> <p>Are our emergency services the real heroes of Britain?</p> <p>What does it mean to be enterprising?</p> <p>Why is teamwork so important?</p> <p>How do I set effective goals?</p> <p>Equality Act 2010- Equality in the workplace</p> <p>HOLIDAY: 1 WEEK</p>	<p>What are values?</p> <p>Anti-Bullying – (reaching out)</p> <p>What are fundamental British Values?</p> <p>Individual Liberty</p> <p>What is Equality, Diversity &amp; inclusion</p> <p>What are human rights</p> <p>GroFar</p> <p>HOLIDAY: 2 WEEKS</p>	<p>Healthy Lifestyle, Healthy mind (emotions and Feelings) – 2 weeks</p> <p>Personal Hygiene</p> <p>Balanced diet – healthy food</p> <p>Active Lifestyle</p> <p>Environmental Issues</p> <p>Keep yourself safe (roads and fire)</p> <p>HOLIDAY: 1 WEEK</p>	<p>What are the different systems of government?</p> <p>What is the role of the citizen, parliament and the monarch</p> <p>Bilton's Big Debate – Voting and Elections</p> <p>Role of Political Parties</p> <p>Being an active citizen – being a Political Animal</p> <p>GroFar- Be an MP for a week</p> <p>HOLIDAY: 2 WEEKS</p>	<p>How does substance abuse affect communities?</p> <p>Legal drugs and Illegal Drugs</p> <p>GroFar/The Big Debate</p> <p>Homelessness</p> <p>Charities and volunteer groups</p> <p>Knife crime</p> <p>HOLIDAY: 1 WEEK</p>	<p>What makes a good friendship?</p> <p>How can I maintain healthy friendships?</p> <p>How does social media affect our wellbeing?</p> <p>How can I combat FOMO (Peer Pressure)</p> <p>How can I prevent bullying (inc. cyberbullying and online safety)</p> <p>How will puberty affect my body?</p> <p>Diversity</p>
Memorable experiences	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate

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<p><b>Assessment</b></p>	<p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Multiple-choice Assessment Questioning through class Student voice</p>
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<p><b>Links to Curriculum</b></p>	<p>Preparing students to be effective learners.</p> <p>British values and citizenship to be effective members of a school and wider community.</p> <p>Careers/Gatsby Benchmark 1</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>Respectful relationships, including friendships</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.</p> <p><b>SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness</b></p> <p>Our stable careers programme includes:</p> <ul style="list-style-type: none"> <li>Character Education</li> <li>Self-Awareness and Development</li> <li>Career Exploration</li> <li>Raising Career Aspirations &amp; Career Management</li> <li>Employability Skills</li> <li>Useful career related websites, if required</li> </ul> <p>Link to year 7 term 5 history-industrial revolution</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>	<p>Citizenship NC ks3 (2013) Citizenship NC creating open-minded and tolerant individuals- who want to make a positive contribution to society.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different</p> <p>November 12th-16th – National Anti-Bullying Week</p> <p>December 10th – Human Rights Day</p> <p>Nc CIT KS3 2013: Lessons include:</p> <p>Diversity and cultural respect – British value (links with SACRE)</p> <p>Anti-bullying week theme – unite against bullying links to cultural and mutual respect &amp; tolerance. <b>British values</b></p> <p>Outline the 4 main British values, where did they come from, why are they so important to our society?</p> <p>What is a precious liberty? – links to British values</p> <p>Protection of your rights and the rights of others- “the right to believe, act and express oneself freely”</p> <p>Equality act 2010 – why is this so important – links to British values, law, liberty, respect.</p> <p>Human Rights Day – links to cit ks4</p> <p>The roles played by public institutions and voluntary groups in society, the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>Link to year 7 term 1 history -what is history?</p> <p>Link to year 7 term2 history-how important was the church ?</p> <p>Link to year 7 term 2-drawing</p> <p>Link to year 7 drama term 2-Harry Potter and the Cursed Child</p> <p>Link to year 7 drama term 6-Matilda</p> <p>Link to year 7 english term 1-history of English</p> <p>Link to Year 7 English term 2- intro to Dickensian characters</p> <p>Link to Year 7 English term 4-Ruby in the smoke</p> <p>Link to Year 7 English term 6-Merchant of Venice</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p>	<p>RSHE curriculum (2019) healthy lifestyle. Citizenship NC ks3 (2013)</p> <p>PE curriculum.</p> <p>Science – nutrition and diet.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>97. Physical health and mental wellbeing: Secondary</b></p> <p><b>L1 83 84 -100</b></p> <p><b>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</b></p> <p><b>that happiness is linked to being connected to others</b></p> <p><b>5 steps to mental wellbeing.</b> How mental and physical health are linked, the importance of maintaining mental as well as physical wellbeing.</p> <p>How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others’ mental health. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p><b>NC CIT 2013</b></p> <p>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</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>97. Physical health and mental wellbeing: Secondary</b></p> <p><b>L2 97 Personal hygiene,</b> germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. About dental health and the benefits of good oral</p>	<p>History and Geography – understating the UK. Citizenship NC – role of local government and how to engage as political citizens</p> <p>British Values and Citizenship NC.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Nc CIT KS3 2013</b></p> <p>L1.the development of the political system of democratic government in the United Kingdom,</p> <p>L2 including the roles of citizens, Parliament and the monarch</p> <p>L3 the operation of Parliament, including voting and elections,</p> <p>L4, the role of political parties</p> <p>L5 the role of local government</p> <p>L6 the roles of citizensHistory and Geography – understating the UK. Citizenship NC – role of local government and how to engage as political citizens</p> <p>British Values and Citizenship NC.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Nc CIT KS3 2013</b></p>	<p>RSHE curriculum (2019) Drugs, alcohol and tobacco.</p> <p>Citizenship NC ks3 (2013).</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>L1. Nc CIT KS3 2013</b></p> <p>the nature of rules and laws and the justice system.</p> <p><b>Secondary - (relationship education, RSHE &amp; health education) 2019</b></p> <p><b>Drugs, Alcohol and tobacco. 76</b></p> <p><b>82 Law – substance misuse</b></p> <p><b>101</b> The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</p> <p><b>L2 101</b> The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. Awareness of the dangers of drugs which are prescribed but still present serious health risks. The risks and facts about the risks of smoking.</p> <p><b>L3 101</b> The law relating to the supply and possession of illegal substances.</p> <p>101- This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions</p> <p><b>L4</b> the functions and uses of money, the importance and practice of budgeting, and managing risk</p> <p><b>L5 NC CIT 2013</b></p> <p>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.</p>	<p>RSHE curriculum (2019) friendship and positive relationships.</p> <p>Citizenship NC to make well informed choices in the community. IT – Year 7 curriculum</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>L1. 69. Respectful relationships, including friendships.</b></p> <p>The characteristics of positive respectful relationships, including friendships.</p> <p><b>L2</b> Prejudice and stereotypes – Respect.</p> <p><b>L3</b> Different types of Bullying, (including cyberbullying)</p> <p><b>L3/15 80 Online Media</b></p> <p>online risks:</p> <p>not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>what to do and where to get support to report material or manage issues online.</p> <p><b>L4 Intimate and sexual relationships, including sexual health</b></p> <p><b>78</b> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</p> <p><b>L6 88/89. 97/98 Changing adolescent body</b></p> <p>key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>Link to year 7 term 3 science -reproduction</p> <p>Link to year 7 term 1 drama- Introduction to drama</p>
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	<p><b>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</b></p> <p><b>Respect and tolerance</b></p> <p><b>The Equality Act, 2010</b></p> <p>L2 Anti bullying week theme – unite against bullying links to cultural and mutual <b>respect &amp; tolerance.</b> <b>British value</b></p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub theme Including:</b></p> <p><b>Types of bullying</b></p> <p><b>Cyberbullying</b></p> <p><b>Impact of bullying</b></p> <p><b>Bystander intervention</b></p> <p><b>Help for bullying victims</b></p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p><b>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</b></p> <p><b>STATUTORY GUIDANCE</b> <b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p> <p><b>STATUTORY GUIDANCE internet safety and harms</b> <b>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</b></p> <p>L3 Outline the 4 main British values, where did they come from, why are they so important to our society?</p> <p>L4 What is a precious liberty – links to British values</p> <p>Protection of your rights and rights of others- “the right to believe, act and express oneself freely”</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b> <b>Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</b></p> <p><b>Sub theme include:</b></p> <p><b>Respecting difference - Explain the harm caused by 'cancel culture' and the importance of freedom of speech and freedom of association to a tolerant</b></p>	<p>hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p><b>L3 84 99</b> How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p><b>L4 84 99 Physical Health and fitness</b></p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health about the science relating to blood, organ and stem cell donation.</p> <p><b>L5 Physical health and mental wellbeing: Secondary</b></p> <p><b>86 97 Mental health -</b> how to talk about their emotions accurately and sensitively, using appropriate vocabulary. That happiness is linked to being connected to others. How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression).</p> <p><b>L6 17</b> The school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.</p> <p><b>L7 NC CIT 2013</b></p> <p>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</p> <p><b>Link to year 7 term 1 business-using computers safely, effectively and responsibility</b></p> <p><b>Link to year 7 term 5 french-my routine</b></p> <p><b>STATUTORY GUIDANCE – Mental Wellbeing</b></p> <p><b>Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><b>Talking about emotions</b></p>	<p>L1.the development of the political system of democratic government in the United Kingdom,</p> <p>L2 including the roles of citizens, Parliament and the monarch</p> <p>L3 the operation of Parliament, including voting and elections,</p> <p>L4, the role of political parties</p> <p>L5 the role of local government</p> <p>L6 the roles of citizens</p> <p><b>Link to year 7 history term 6 - Britain's Empire</b></p> <p><b>Link to year 7 art term 3-painting</b></p> <p><b>Link to term 4 drama-Private Peaceful</b></p> <p><b>Link to year 7 english term 1- history of English</b></p> <p><b>Link to Year 7 English term 2- intro to Dickensian characters</b></p> <p><b>Link to Year 7 English term 4-Ruby in the smoke</b></p>	<p><b>82 The law</b></p> <p><b>L6 L1 79 102</b> criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</p> <p><b>L6 79 102</b> hate crime violence and exploitation by gangs.</p> <p><b>Link to year 7 term 5 science - ecosystems</b></p> <p><b>Link to year 7 term 4 french-my local area</b></p> <p><b>Link to year 7 term 5-sculpture</b></p> <p><b>Link to year 7 drama term 2-Harry Potter and the Cursed Child</b></p> <p><b>Link to year 7 Design and technology project</b></p> <p><b>STATUTORY GUIDANCE Drugs Alcohol and tobacco</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included</p> <p><b>Drug risks awareness</b></p> <p><b>Health risks of illegal drugs</b></p> <p><b>Illegal drugs and the law</b></p> <p><b>Illegal drugs and mental health</b></p> <p><b>Drugs, crime and illegal gangs</b></p> <p><b>Wider impact of illegal drugs</b></p> <p><b>Impact of drug convictions</b></p> <p><b>101</b> The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions</p> <p><b>Know the law relating to the supply and possession of illegal substances.</b></p> <p><b>Know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</b></p> <p><b>L2 101</b> The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. Awareness of the dangers of drugs which are prescribed but still present serious health risks. The risks and facts about the risks of smoking/Alcohol.</p>	<p><b>Link to year 7 drama term 2-Harry Potter and the Cursed Child</b></p> <p><b>Link to year 7 term 3 drama-melodrama</b></p> <p><b>Link to year 7 drama term 6-Matilda</b></p> <p><b>Link to year 7 Football/handball/hockey/netball</b></p> <p><b>Link to year 7 english term 1-history of English</b></p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><b>Positive and healthy friendships</b></p> <p><b>Respect</b></p> <p><b>Respecting difference</b></p> <p><b>Conflict and reconciliation</b></p> <p><b>Ending relationships</b></p> <p><b>Stereotypes damage individuals/encourage prejudice</b></p> <p><b>Respect and tolerance</b></p> <p>Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p><b>STATUTORY GUIDANCE</b> <b>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</b></p> <p><b>L2 Prejudice and stereotypes – Respect.</b></p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><b>Stereotypes damage individuals/encourage prejudice</b></p> <p><b>Respect and tolerance</b></p> <p><b>Respecting difference</b></p> <p><b>The Equality Act 2010</b></p> <p><b>Know how stereotypes, in particular stereotypes based on sex, gender, race,</b></p>
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		<p>and free society. Censorship and 'no platforming' are harmful and damaging.</p> <p><u>Respect and tolerance</u></p> <p>L5 Equality act 2010 – why is this so important – links to British values, law, liberty, respect.</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes include:</b></p> <p><u>Stereotypes damage individuals/encourage prejudice</u></p> <p><u>Respect and tolerance</u></p> <p><u>The Equality Act 2010</u></p> <p><b>Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</b></p> <p><b>STATUTORY GUIDANCE</b> Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>L6 – Human Rights Day – links to cit ks4</p> <p>L7the roles played by public institutions and voluntary groups in society, the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>	<p><u>Happiness and personal connection</u></p> <p><u>Common types of mental ill health</u></p> <p><u>Understanding anxiety</u></p> <p><u>Critically evaluate mental wellbeing</u></p> <p><u>Build on positive wellbeing factors</u></p> <p><b>L2 97Personal hygiene</b>, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p><b>STATUTORY GUIDANCE Health and prevention</b></p> <p>Know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>Know the facts and science relating to immunisation and vaccination.</p> <p>STATUTORY GUIDANCE - Health and Prevention</p> <p>Sub themes:</p> <p><u>Personal hygiene</u></p> <p><u>Bacterial infections</u></p> <p><u>Antibiotic resistance</u></p> <p><b>L3 84 99</b> How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p><b>STATUTORY GUIDANCE Health and prevention</b></p> <p>Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><u>Dental health</u></p> <p><u>Tooth decay and gum disease</u></p> <p><u>Preventing plaque build up</u></p> <p><u>Flossing and interdental cleaning</u></p>		<p><b>STATUTORY GUIDANCE Drugs Alcohol and tobacco</b></p> <p>Sub themes included:</p> <p><u>About drugs</u></p> <p><u>medicines (prescribed and 'over the counter')</u></p> <p><u>legal drugs that are not medicines (e.g. alcohol, tobacco, caffeine)</u></p> <p><u>substances that are misused as drugs</u></p> <p><u>Substance misuse</u></p> <p><u>Dangers of 'self-medication'</u></p> <p><u>Travel abroad and drugs</u></p> <p><u>Prescription drugs risks</u></p> <p><u>Addiction</u></p> <p><u>Consequences of addiction</u></p> <p>Know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>Know the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>Know the physical and psychological consequences of addiction, including alcohol dependency.</p> <p><b>L3 101</b> The law relating to the supply and possession of illegal substances.</p> <p>101- This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions</p> <p><b>STATUTORY GUIDANCE Drugs Alcohol and tobacco</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>About drugs</u></p> <p><u>illegal drugs</u></p> <p><u>Health risks of illegal drugs</u></p> <p><u>Drug risks awareness</u></p> <p><u>Illegal drugs and mental health</u></p> <p><u>Illegal drugs and the law</u></p>	<p>religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p> <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p><b>L3</b> Different types of Bullying, (inclu cyberbullying).</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub theme Including:</p> <p><u>Types of bullying</u></p> <p><u>Cyberbullying</u></p> <p><u>Impact of bullying</u></p> <p><u>Bystander intervention</u></p> <p><u>Help for bullying victims</u></p> <p><b>STATUTORY GUIDANCE – respectful relationships</b> Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p><b>L3/IS 80</b></p> <p><b>STATUTORY GUIDANCE Online &amp; Media</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes included:</b></p> <p><b>OPPORTUNITIES AND RESPONSIBILITIES</b></p>
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			<p><u>Sugar and dental health</u></p> <p><u>The immune system</u></p> <p><u>Vaccinations</u></p> <p><b>L4 84 99 Physical Health and fitness</b></p> <p>The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health about the science relating to blood, organ and stem cell donation.</p> <p><b>STATUTORY GUIDANCE – Mental Wellbeing</b>          Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p><b>L5 Physical health and mental wellbeing: Secondary</b></p> <p><b>86 97 Mental health</b> - how to talk about their emotions accurately and sensitively, using appropriate vocabulary. That happiness is linked to being connected to others. How to recognise the early signs of mental wellbeing concerns. Common types of mental ill health (e.g. anxiety and depression).</p> <p><b>STATUTORY GUIDANCE – Mental Wellbeing</b></p> <p><b>Know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</b></p> <p><b>Know that happiness is linked to being connected to others.</b></p> <p><b>Know how to recognise the early signs of mental wellbeing concerns.</b></p> <p><b>Know common types of mental ill health (e.g. anxiety and depression).</b></p> <p><b>Know how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes:</b></p>		<p><b>Know the law relating to the supply and possession of illegal substances</b></p> <p><b>Know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</b></p> <p><b>Know the law relating to the supply and possession of illegal substances.</b></p> <p><b>L4</b> the functions and uses of money, the importance and practice of budgeting, and managing risk</p> <p><b>L5 NC CIT 2013</b></p> <p>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.</p> <p><b>82 The law</b></p> <p><b>L6 L1 79 102</b> criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</p> <p><b>L6 79 102</b> hate crime violence and exploitation by gangs.</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b>  <b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p>	<p><u>Opportunities online</u></p> <p><u>Digital citizenship</u></p> <p><u>Digital footprint</u></p> <p><u>Rules about online behaviour</u></p> <p><b>RISKS ONLINE</b></p> <p><u>Online risks</u></p> <p><u>How data is generated and used</u></p> <p><u>Sharing material online</u></p> <p><u>Removing material online</u></p> <p><u>Risks of unknown people online</u></p> <p><b>HARMFUL CONTENT</b></p> <p><u>Impacts of viewing harmful content</u></p> <p><u>Pornography and the law</u></p> <p><u>Indecent images of children</u></p> <p><b>SUPPORT AND REPORTING</b></p> <p><u>Strategies to manage online issues</u></p> <p><u>Right to ask for help</u></p> <p><u>When to get support</u></p> <p><u>Where to get support</u></p> <p><u>Reporting content/conduct</u></p> <p>online risks: not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>what to do and where to get support to report material or manage issues online.</p> <p><b>STATUTORY GUIDANCE</b>          Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></p> <p><b>Know how information and data is generated, collected, shared and used online.</b></p> <p><b>Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</b></p> <p><b>Know what to do and where to get support to report material or manage issues online.</b></p>
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			<p><u>Talking about emotions</u></p> <p><u>Happiness and personal connection</u></p> <p><u>Common types of mental ill health</u></p> <p><u>Understanding anxiety</u></p> <p><u>Critically evaluate mental wellbeing</u></p> <p><u>Build on positive wellbeing factors</u></p> <p><b>L6 17</b> The school may have a particularly important role in being a place of consistency and safety where they can easily speak to trusted adults, report problems and find support.</p> <p><b>L7 NC CIT 2013</b></p> <p>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</p> <p><b>STATUTORY GUIDANCE - Mental Wellbeing</b>  <b>Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</b></p>			<p><b>L4 Intimate and sexual relationships, including sexual health</b></p> <p><b>78</b> that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p><b>STATUTORY GUIDANCE - Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Conflict and reconciliation</u></p> <p><u>Criminal behaviour –</u></p> <p><u>sexual assault</u></p> <p><u>stalking and harassment</u></p> <p><u>coercive and/or controlling behaviour</u></p> <p><u>blackmail</u></p> <p><u>Sexual Violence</u></p> <p><u>Sexual harassment</u></p> <p><b>STATUTORY GUIDANCE - Sexual Health</b></p> <p>Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p><b>Sexual relationships and sexual health</b></p> <p><u>Healthy intimate relationships</u></p> <p><u>Diversity of intimate relationships</u></p> <p><u>Good communication</u></p> <p><u>Sex in intimate relationships</u></p> <p><u>Choosing to not to have sex</u></p> <p><u>Intimacy without sex</u></p> <p><u>When relationships end</u></p> <p><b>Sexual consent and the law</b></p> <p><u>UK legal age of consent</u></p> <p><u>Freedom and capacity to consent</u></p> <p><u>When consent is not possible</u></p> <p><u>Checking for consent</u></p> <p><u>People in a position of trust</u></p> <p><b>Identifying and managing sexual pressure</b></p>
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									<p><u>Sources of sexual pressure</u></p> <p><u>Recognising sexual pressure</u></p> <p><u>Managing sexual pressure</u></p> <p><u>Not pressuring others</u></p> <p><b>L6 88/89. 97/98 Changing adolescent body</b></p> <p>key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p><b>STATUTORY GUIDANCE –changing adolescent body</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes:</b></p> <p><u>The brain during puberty</u></p> <p><u>Managing emotions and behaviour</u></p> <p><u>Managing sexual attraction</u></p> <p><u>Diversity of developing bodies</u></p> <p><u>Hygiene during puberty</u></p> <p><u>Menstrual wellbeing</u></p> <p><b>Know the main changes which take place in males and females, and the implications for emotional and physical health.</b></p> <p>Know the key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p><b>STATUTORY GUIDANCE - Health and Prevention</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes:</b></p> <p><u>Personal hygiene</u></p>
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<p><b>Intended Impact</b></p>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their knowledge of Careers and their future options.</li> <li>2. Develop their understanding of a personalised Careers Pathway and routes.</li> <li>3. Develop their understanding of how to prepare for their next future Careers route.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Identifying possible career interests.</li> <li>2. Demonstrating an understanding of the world of work.</li> <li>3. Identifying the skills that they will need to develop for their futures.</li> <li>4. Demonstrating their understanding of the protected characteristics of the Equality Act 2010.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the protected characteristics of the Equality Act 2010</li> <li>2. Demonstrate an understanding of the British values, the importance of embracing differences, tolerance and respecting others.</li> <li>3. Learn about the laws surrounding inclusion, diversity and equality (Equality Act 2010)</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Creating kindness notes, information leaflets or posters to evidence learning.</li> <li>2. Apply their knowledge and understanding whilst developing skills to:                     <ul style="list-style-type: none"> <li>Research and interrogate evidence,</li> <li>Debate and evaluate viewpoints,</li> <li>Present reasoned arguments</li> </ul> </li> <li>3. Take informed action, actively making a positive contribution to the school and within the wider community. Opportunities through Tier 2 events.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their understanding of the importance of maintaining good health and diet.</li> <li>2. Explore and evaluate what the term 'wellbeing' means.</li> <li>3. Develop an understanding around factors which can impact on mental health and wellbeing.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Promoting a healthy lifestyle within the wider community and support others to do so.</li> <li>2. Becoming involved with wellbeing events and charity events at school or within the wider community.</li> <li>3. Creating an image of what is meant by a 'healthy lifestyle'.</li> </ol>	<p><b>At the end of this topic</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of the political system.</li> <li>2. Demonstrate an understanding of their role within the political system and community, at national and local levels.</li> <li>3. Learn about why we value our democracy as well as its importance.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Creating a campaign speech outlining your intentions.</li> <li>2. Forming ideas and policies that represent your beliefs.</li> <li>3. Present reasoned and informed judgments supporting your campaign aims.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Learn about the differences between legal and illegal substances.</li> <li>2. Understand how these topics covered can have negative impact on physical and emotional wellbeing and health.</li> <li>3. Understand about the law regarding illegal substances.</li> <li>4. Develop an understanding of the law relating to the key topics covered.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Evidencing their knowledge and understanding on the key issues covered.</li> <li>2. Evaluating why some people misuse illegal substances and how this can impact on others.</li> <li>3. Promoting healthy lifestyle, healthy choices, (including being safe), by getting involved in relevant character and culture opportunities.</li> </ol>	<p><b>At the end of this topic</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand what a positive relationship is.</li> <li>2. Understand how to be safe online.</li> <li>3. Understand the negative effects of bullying and the importance of respecting everybody.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Creating a step by step guide, how to be safe online.</li> <li>2. Demonstrating acts of kindness and respect in school.</li> <li>3. Supporting others, ensuring that they know where to go for support regarding these subjects.</li> </ol>
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	Term 1 Building skills for life (Careers)	Term 2 Values & Culture	Term 3 Taking Care of Myself	Term 4 Democratic Britain	Term 5 Community Issues	Term 6 Relationships & Me
KS3	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
Year 8	Introduction - Welcome back to school What are our Bilton Core values? Why are courage and trust vital for a leader? What makes a good team player? What makes a good leader? How do you set goals? Why is Equality in the workplace important? Equality Act 2010 – protected characteristics HOLIDAY – 1 WEEK	What are core values? Anti - Bullying Week – What is culture? Why is Equality/Diversity and inclusion important? Mutual Respect and Tolerance Democracy and why it is important Global Goals and why we should care about them GroFar HOLIDAY – 2 WEEKS	Staying safe online – sexting/images Social media and self-esteem Online grooming and e- safety – what is it? e-safety - Cyber bullying/bullying on line Emotional well-being and healthy sleep Self-confidence and goals for the future HOLIDAY – 1 WEEK	How does the Rule of Law work in the UK? The Role of the Police and the Courts, Tribunals The Big Debate and Competition focus How does the Justice System work in the UK Rules and Voting How can we be financially responsible HOLIDAY – 2 WEEKS	Drugs – definitions Drugs – risks and the law (county lines) Alcohol and Legal substances Vaping, e-cigarettes and cigarettes Knife crime/hate crime Charities and support HOLIDAY – 1 WEEK	Body changes and Puberty and menstruation Body image and self esteem How can I make sure I have respectful relationships (inc. LGBT) Do I understand what consent is? What is a long term commitment in a relationship? What are STIs? Race for Life
	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate	Experiences & Encounters inc. GroFar, The Big Create, The Big Debate
Assessment	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice

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<p><b>Links to Curriculum</b></p>	<p>Citizenship NC. LORIC principles and enterprise Careers/Gatsby Benchmarks 1</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</p> <p>Respectful relationships, including friendships</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.</p> <p><b>SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness</b></p> <p>Our stable careers programme includes:</p> <ul style="list-style-type: none"> <li>Character Education</li> <li>Self-Awareness and Development</li> <li>Career Exploration</li> <li>Raising Career Aspirations &amp; Career Management</li> <li>Support with researching and applying for GCSE, Post 16 and Post 18 options (Further Education, Higher Education, Apprenticeships and Employment Opportunities)</li> <li>Employability Skills (CV, Mock Interview &amp; Work experience)</li> <li>Useful career related websites</li> </ul> <p>Link to art Year 8 term 1 -painting</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as</p>	<p>Citizenship NC creating open-minded and tolerant individuals, who want to make a positive contribution to society.</p> <p>British Values- Inclusion, diversity and equality.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>November 12th-16th – National Anti-Bullying Week</p> <p>December 10th – Human Rights Day</p> <p>Nc CIT KS3 2013</p> <p>L1/3/5 understand the nature of rules and laws (<b>Equality act 2010, British values – SMSC 2014</b>).</p> <p>L2 Ant – bullying week</p> <p>L3 Respect and tolerance of those of different faiths and beliefs and for those without faith – links to <b>SACRE, British Values</b></p> <p>diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding <b>ks4 Cit</b></p> <p>L4 an understanding of democratic Britain, our government. British Value. What does it mean and what is the leadership value, how does this create a positive culture? <b>SMSC 2014</b></p> <p>L5 the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities</p> <p>L6, including opportunities to participate in school-based activities <b>CIT KS3</b> – links to sustainably, how can we apply these values in our school community?</p> <p>(waste management: reduce, reuse, recycle)</p> <p>Link to history Year 8 term 1-Empire and Germany</p> <p>Link to history year 8 impact of WW1 term 2-impact of WW1</p> <p>Link to history year 8 term 3-ww2</p> <p>Link to music year 8 term 1 – Introduction to music</p> <p>Link to music year 8 term 3-12 bars blues</p> <p>Link to music year 8 term 4- minimalization</p> <p>Link to music year 8 term 5-African drumming</p> <p>Link to music year 8 term 6-Carnival and the animals</p>	<p>RSHE (2019)</p> <p>Citizenship NC</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p><b>L1 82, 102</b> The law Sexting</p> <p>How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p>The impact of viewing harmful content. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>L2 9. 80 102</b></p> <p>More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminately.</p> <p><b>Internet safety and harms.</b></p> <p>How people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p><b>L3 79 Being safe</b></p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, <b>abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM</b>, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (<b>in all contexts, including online</b>).</p> <p><b>L4 – E-safety 80, 81</b></p>	<p>Citizenship NC – developing understanding of political knowledge and understanding of the law.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Nc CIT KS3 2013</p> <p>L1 the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>L2/13 the operation of Parliament, including voting and elections, and the role of political parties</p> <p>L4 the nature of rules and law (including civil and criminal law of England)</p> <p>L5 the justice system.</p> <p>L6 the role of the police and the operation of courts and tribunals</p> <p>Link to history Year 8 term 1-Empire and Germany</p> <p>Link to history year 8 impact of WW1 term 2-impact of WW1</p> <p>Link to history year 8 term 3-ww2</p> <p>Link to history year 8 term 5-cold war and modern me</p> <p>Link to art year 8 term 3-cubism</p> <p>Link to art year 8 term 5 and 6-perspective</p> <p>Link to year 8 music term 2-four chord songs</p> <p>Link to English year 8 term 1- Refugee boy</p> <p>Link to English Year 8 term 3-poetry from other cultures</p>	<p>RSHE (2019)</p> <p>Citizenship NC and the law</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p><b>97. Physical health and mental wellbeing: Secondary</b></p> <p><b>Drugs, Alcohol and tobacco.</b></p> <p>82 The law -Substance abuse</p> <p><b>L1 101</b> the facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions.</p> <p><b>82</b> The law</p> <p><b>L2 101</b> criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) including the link between drug use, and the associated risks, the law relating to the supply and possession of illegal substances.</p> <p><b>L3 101</b> the physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p><b>L4 101</b> the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p><b>L5 82. 76 The law</b></p> <p>violence and exploitation by gangs, hate crime</p> <p><b>Nc CIT KS3 2013</b></p> <p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p><b>L6 Nc CIT KS3 2013</b></p> <p>the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities,</p>	<p>RSHE (2019)</p> <p>Science NC – menstruation and puberty</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p><b>L1 88.89 Changing adolescent body</b></p> <p>key facts about puberty, the changing adolescent body and menstrual wellbeing.</p> <p>the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p><b>L2 70</b> - It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.</p> <p><b>80. Internet safety and harms</b></p> <p>including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)</p> <p><b>13 36,37 75</b> LGBT/Gender Identity</p> <p>we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.</p> <p><b>75.</b>Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.</p> <p><b>59.</b> Families of many forms provide a nurturing environment for children. (Families can include for example, LGBT</p> <p><b>L4 78. 82 the Law</b> - Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not,</p> <p><b>Respectful relationships, including friendships – consent.</b></p> <p><b>78. Being Safe – consent</b></p> <p>Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of</p>
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<p><b>defined in the Equality Act 2010) and that everyone is unique and equal.</b></p> <p>74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.</p> <p><b>SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness</b></p>	<p><a href="#">Link to English year 8 term 1- Refugee boy</a></p> <p><a href="#">Link to English year 8 term 2-transactional writing</a></p> <p><a href="#">Link to English Year 8 term 3-poetry from other cultures</a></p> <p><a href="#">Link to English year 8-greek mythology</a></p> <p><a href="#">Link to English year 8- merchant of venice</a></p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b>  <b>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</b></p> <p>L1/3/5 understand the nature of rules and laws (Equality act 2010, British values – SMSC 2014).</p> <p>L1.</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes include:</b></p> <p><u>The Equality Act 2010</u></p> <p><u>Stereotypes damage individuals/encourage prejudice</u></p> <p>L2 Anti- bullying week unite against bullying.</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub theme Including:</b></p> <p><u>Types of bullying</u></p> <p><u>Cyberbullying</u></p> <p><u>Impact of bullying</u></p> <p><u>Bystander intervention</u></p> <p><u>Help for bullying victims</u></p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p><b>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</b></p> <p><b>STATUTORY GUIDANCE</b>  <b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p> <p><b>STATUTORY GUIDANCE internet safety and harms</b>  <b>Know how to identify harmful behaviours online</b></p>	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. how information and data is generated, collected, shared and used online.</p> <p><b>Physical health and mental wellbeing: Secondary</b></p> <p><b>102 Internet safety and harms</b></p> <p>over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p><b>L5 81</b> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</p> <p><b>Respectful relationships including friendships-</b> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p><b>L6 99</b>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p><b>L7</b> enables young people to mature, build their confidence and <b>self-esteem</b></p> <p><b>73</b> Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.</p> <p><b>74.</b> As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and <b>character in the individual.</b> These should include character traits such as belief in achieving goals and persevering with tasks, as well as <b>personal attributes</b> such as <b>honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice</b>, underpinned by an understanding of the importance of <b>self-respect and self-worth.</b> There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, <b>active citizenship and voluntary service to others locally or more widely.</b></p> <p><b>85.</b> It is important for schools to promote pupils' <i>self-control and ability to self-regulate</i>, and strategies for doing so. This will enable them to become confident in their ability to achieve well and <b>persevere</b></p>		<p>including opportunities to participate in school-based activities</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>97. Physical health and mental wellbeing: Secondary</b></p> <p><b>83.86</b> It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.</p> <p><a href="#">Link to science year 8 term 1 - Earth and atmosphere</a></p> <p><a href="#">Link to science year 8-term 4 global warming</a></p> <p><a href="#">Link to Spanish Year 8 (recovery curriculum) term 6-describe your town and village</a></p> <p><b>L1 101 STATUTORY GUIDANCE Drugs Alcohol and tobacco</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>About drugs</u></p> <p><u>medicines (prescribed and 'over the counter')</u></p> <p><u>legal drugs that are not medicines (e.g. alcohol, tobacco, caffeine)</u></p> <p><u>illegal drugs</u></p> <p><u>substances that are misused as drugs</u></p> <p><u>illegal drug</u></p> <p><u>Illegal drugs and the law</u></p> <p><u>Substance misuse</u></p> <p><u>Health risks of illegal drugs</u></p> <p><u>the facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions.</u></p> <p><b>82</b> The law</p> <p><b>L2 101</b> criminal exploitation (for example, through gang involvement or 'county lines' drugs operations) <u>including the link between drug use, and the associated risks, the law relating to the supply and possession of illegal substances.</u></p> <p><b>STATUTORY GUIDANCE -DRUGS</b>  <b>Know the law relating to the supply and possession of illegal substances.</b></p>	<p>consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.</p> <p><b>72 73 L5 Families</b> -that there are different types of committed, stable relationships.</p> <p>how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>the characteristics and legal status of other types of long-term relationships.</p> <p>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>Marriage, what is marriage, why marriage is an important relationship choice for many couples and must be freely entered into.</p> <p><b>L6 Intimate and sexual relationships, including sexual health – STI</b></p> <p><b>70 71</b> how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. How to get further advice?</p> <p><a href="#">Link to science year 8 term 2 -food and digestion</a></p> <p><a href="#">Link to science -term 3 exercise</a></p> <p><a href="#">Link to science-term 5 forces and movement</a></p> <p><a href="#">Link to year 8-football/handball/hockey/netball</a></p> <p><a href="#">Link to English year 8 term 2-transactional writing</a></p> <p><a href="#">Link to English year 8 term 2-transactional writing</a></p> <p><b>STATUTORY GUIDANCE –changing adolescent body</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes:</p> <p><u>The brain during puberty</u></p> <p><u>Managing emotions and behaviour</u></p> <p><u>Managing sexual attraction</u></p> <p><u>Diversity of developing bodies</u></p> <p><u>Hygiene during puberty</u></p> <p><u>Menstrual wellbeing</u></p> <p><u>Know the main changes which take place in males and females, and the implications for emotional and physical health.</u></p>
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		<p><b>(including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</b></p> <p>L3 Respect and tolerance of those of different faiths and beliefs and for those without faith – links to <b>SACRE</b></p> <p>diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding <b>ks4 Cit</b></p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p><b>Sub theme include:</b></p> <p><b>Respecting difference - Explain the harm caused by 'cancel culture' and the importance of freedom of speech and freedom of association to a tolerant and free society. Censorship and 'no platforming' are harmful and damaging.</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Respect and tolerance</b></p> <p><b>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</b></p> <p>L4 an understanding of democratic Britain, our government. British Value. What does it mean and what is the leadership value, how does this create a positive culture? <b>SMSC 2014</b></p> <p>L5</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes include:</b></p> <p><b>Stereotypes damage individuals/encourage prejudice</b></p> <p><b>Respect and tolerance</b></p> <p><b>The Equality Act 2010</b></p> <p><b>Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</b></p> <p>L6 the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities</p>	<p>even when they encounter setbacks or when their <b>goals are distant, and to respond calmly and rationally to setbacks and challenges.</b></p> <p><b>100.</b> Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus</p> <p><b>NC CIT 2013</b></p> <p>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</p> <p><b>Link to French year 8 term 3-my daily routine</b></p> <p><b>Link to English year 8 term 2-transactional writing</b></p> <p><b>Link to English year 8- greek mythology</b></p> <p><b>STATUTORY GUIDANCE- Online &amp; Media</b> Know the impact of viewing harmful content.</p> <p>Know that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>Know that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>Know what to do and where to get support to report material or manage issues online.</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>STATUTORY GUIDANCE – Online &amp; Media</b></p>		<p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Drug risks awareness</u></p> <p><u>Illegal drug</u></p> <p><u>Illegal drugs and the law</u></p> <p><u>Travel abroad and drugs</u></p> <p><u>Impact of drug convictions</u></p> <p><u>Wider impact of illegal drugs</u></p> <p><u>Drugs, crime and illegal gangs</u></p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b> Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>L3 101</b> the physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p><b>STATUTORY GUIDANCE – DRUGS/ALCOHOL</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes to include:</p> <p><u>Short-term health risks of alcohol</u></p> <p><u>Long-term health risks of alcohol</u></p> <p><u>Psychological risks of alcohol</u></p> <p><u>Brain development and alcohol</u></p> <p><u>Lower risk alcohol consumption</u></p> <p><u>Substance use and functioning</u></p> <p><u>The 'drink drive' limit</u></p> <p>Short-term health risks of alcohol Know the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>Know the physical and psychological consequences of addiction, including alcohol dependency.</p> <p><b>L4 101</b></p> <p><b>STATUTORY GUIDANCE Drugs Alcohol and tobacco</b></p> <p>Schools should continue to develop knowledge on topics specified for</p>	<p>Know the key facts about puberty, the changing adolescent body and menstrual wellbeing</p> <p><b>STATUTORY GUIDANCE - Health and Prevention</b></p> <p>Sub themes:</p> <p><u>Personal hygiene</u></p> <p><b>L2 70 -</b> It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.</p> <p><b>80. Internet safety and harms</b></p> <p>including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)</p> <p><b>STATUTORY GUIDANCE – Internet safety and harms</b> Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>STATUTORY GUIDANCE internet safety and harms</b></p> <p>Sub themes</p> <p><u>Unhealthy comparisons</u></p> <p><u>Body image</u></p> <p><u>Social media and reality</u></p> <p><u>Over-relying on online relationships</u></p> <p><u>Accessing support</u></p> <p><u>Identifying harmful behaviours</u></p> <p><u>When to get support</u></p> <p><b>I3 36,37 75</b> LGBT/Gender Identity</p> <p>we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.</p> <p>Secondary schools should include LGBT content.</p> <p>When doing so, schools should ensure:</p> <p>LGBT-relevant knowledge and examples are included throughout programmes of study (not one-off teaching)</p>
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		<p>L7, including opportunities to participate in school-based activities <b>CIT KS3</b> – links to sustainably, the 4r how we can apply these to our school community (the 4 r's of waste management refuse, reduce, reuse, recycle)</p>	<p>Sub themes included:</p> <p>OPPORTUNITIES AND RESPONSIBILITIES</p> <p><u>Opportunities online</u></p> <p><u>Digital citizenship</u></p> <p><u>Digital footprint</u></p> <p><u>Rules about online behaviour</u></p> <p>RISKS ONLINE</p> <p><u>Online risks</u></p> <p><u>How data is generated and used</u></p> <p><u>Sharing material online</u></p> <p><u>Removing material online</u></p> <p><u>Risks of unknown people online</u></p> <p>HARMFUL CONTENT</p> <p><u>Impacts of viewing harmful content</u></p> <p><u>Pornography and the law</u></p> <p><u>Indecent images of children</u></p> <p>SUPPORT AND REPORTING</p> <p><u>Strategies to manage online issues</u></p> <p><u>Right to ask for help</u></p> <p><u>When to get support</u></p> <p><u>Where to get support</u></p> <p><u>Reporting content/conduct</u></p> <p><b>L2 9. 80 102</b></p> <p>More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly.</p> <p><b>Internet safety and harms.</b></p> <p>How people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p><b>STATUTORY GUIDANCE</b></p> <p><b>Internet safety and harms.</b></p> <p><u>Know the similarities and differences between the online world and the physical world.</u></p> <p><u>Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.</u></p>		<p><b>primary as required and in addition cover the following content by the end of secondary</b></p> <p>Sub themes included:</p> <p><u>Harms from tobacco</u></p> <p><u>Smoking risks and dangers</u></p> <p><u>Stopping smoking</u></p> <p><u>Benefits of stopping smoking</u></p> <p><b>DRUGS/ALCOHOL the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</b></p> <p><b>Know the physical and psychological consequences of addiction, including alcohol dependency.</b></p> <p><b>L5 82. 76 The law</b></p> <p>violence and exploitation by gangs, hate crime</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p><b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p> <p>Sub themes:</p> <p>Criminal behaviour –</p> <p>coercive and/or controlling behaviour</p> <p><b>Nc CIT KS3 2013</b></p> <p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p><b>L6 Nc CIT KS3 2013</b></p> <p><b>STATUTORY GUIDANCE Drugs Alcohol and tobacco</b></p> <p><b>Sub theme included:</b></p> <p><b>ADDICTION</b></p> <p><u>Consequences of addiction</u></p> <p><u>Children and young people targeted by illegal gangs can talk to someone anonymously and get support through:</u></p> <p><u>Childline</u></p> <p><u>SafeCall service</u></p> <p><u>Teacher reference: County lines guidance for frontline professionals (Home Office).</u></p> <p><u>Teacher reference: The effects of drugs (NHS).</u></p>	<p><b>inclusive language is used, considering how individual pupils may relate to particular topics</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>STATUTORY GUIDANCE Respectful relationships–</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included</p> <p><u>Positive and healthy friendships</u></p> <p><u>Respect</u></p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Conflict and reconciliation</u></p> <p><u>Ending relationships</u></p> <p><u>Stereotypes damage individuals/encourage prejudice</u></p> <p><u>Respect and tolerance</u></p> <p><u>Respecting difference</u></p> <p><u>The Equality Act 2010</u></p> <p><u>Respecting Relationships</u></p> <p><u>Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</u></p> <p><u>Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</u></p> <p><u>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</u></p> <p><b>STATUTORY GUIDANCE Intimate and sexual relationships, including sexual health.</b></p> <p><b>Diversity of intimate relationships</b></p> <p><u>Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</u></p> <p><b>75.</b>Pupils should be taught the facts and the law about sex, sexuality, sexual health and gender identity in an age-appropriate and inclusive way.</p>
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			<p><b>L3 79 Being safe</b></p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, <b>abuse, grooming</b>, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (<b>in all contexts, including online</b>).</p> <p><b>STATUTORY GUIDANCE</b></p> <p><b>Internet safety and harms.</b></p> <p><b>Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</b></p> <p><b>Know what to do and where to get support to report material or manage issues online.</b></p> <p><b>L4 – E-safety 80, 81</b></p> <p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online. how information and data is generated, collected, shared and used online.</p> <p><b>Physical health and mental wellbeing: Secondary</b></p> <p><b>102 Internet safety and harms</b></p> <p>over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</p> <p><b>STATUTORY GUIDANCE Online &amp; Media</b></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></p> <p><b>Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</b></p> <p>Schools should continue to develop knowledge on topics specified for primary</p>		<p><u>Teacher reference Frank A-Z of drugs. (Do not refer students to website)</u></p> <p>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</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>97. Physical health and mental wellbeing: Secondary</b></p> <p><b>83.86</b> It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.</p> <p><b>STATUTORY GUIDANCE WELLBEING</b> Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p>	<p><b>59.</b> Families of many forms provide a nurturing environment for children. (Families can include for example, LGBT)</p> <p><b>L4 78. 82 the Law</b> - Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not,</p> <p><b>Respectful relationships, including friendships – consent.</b></p> <p><b>78. Being Safe – consent</b></p> <p>Pupils should be well informed about the full range of perspectives and, within the law, should be well equipped to make decisions for themselves about how to live their own lives, whilst respecting the right of others to make their own decisions and hold their own beliefs. Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy.</p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Conflict and reconciliation</u></p> <p><u>Criminal behaviour –</u></p> <p><u>sexual assault</u></p> <p><u>stalking and harassment</u></p> <p><u>coercive and/or controlling behaviour</u></p> <p><u>blackmail</u></p> <p><u>Sexual Violence</u></p> <p><u>Sexual harassment</u></p> <p><b>Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</b></p> <p><b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p> <p><b>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</b></p>
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			<p>as required and in addition cover the following content by the end of secondary</p> <p><b>STATUTORY GUIDANCE – Online &amp; Media</b></p> <p>Sub themes included:</p> <p>OPPORTUNITIES AND RESPONSIBILITIES</p> <p><u>Opportunities online</u></p> <p><u>Digital citizenship</u></p> <p><u>Digital footprint</u></p> <p><u>Rules about online behaviour</u></p> <p>RISKS ONLINE</p> <p><u>Online risks</u></p> <p><u>How data is generated and used</u></p> <p><u>Sharing material online</u></p> <p><u>Removing material online</u></p> <p><u>Risks of unknown people online</u></p> <p>HARMFUL CONTENT</p> <p><u>Impacts of viewing harmful content</u></p> <p><u>Pornography and the law</u></p> <p><u>Indecent images of children</u></p> <p>SUPPORT AND REPORTING</p> <p><u>Strategies to manage online issues</u></p> <p><u>Right to ask for help</u></p> <p><u>When to get support</u></p> <p><u>Where to get support</u></p> <p><u>Reporting content/conduct</u></p> <p><b>Online risks</b></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</b></p> <p><b>Know how information and data is generated, collected, shared and used online.</b></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></p> <p><b>Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</b></p>			<p><b>STATUTORY GUIDANCE Sexual relationships and sexual health</b></p> <p><b>Sexual relationships and sexual health</b></p> <p><u>Healthy intimate relationships</u></p> <p><u>Diversity of intimate relationships</u></p> <p><u>Good communication</u></p> <p><u>Sex in intimate relationships</u></p> <p><u>Choosing to not to have sex</u></p> <p><u>Intimacy without sex</u></p> <p><u>When relationships end</u></p> <p><b>Sexual consent and the law</b></p> <p><u>UK legal age of consent</u></p> <p><u>Freedom and capacity to consent</u></p> <p><u>When consent is not possible</u></p> <p><u>Checking for consent</u></p> <p><u>People in a position of trust</u></p> <p><b>Identifying and managing sexual pressure</b></p> <p><u>Sources of sexual pressure</u></p> <p><u>Recognising sexual pressure</u></p> <p><u>Managing sexual pressure</u></p> <p><u>Not pressuring others</u></p> <p><b>Know that they have a choice to delay sex or to enjoy intimacy without sex</b></p> <p><b>Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</b></p> <p><b>Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</b></p> <p><b>Know that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</b></p> <p><b>Know how the use of alcohol and drugs can lead to risky sexual behaviour.</b></p> <p><b>72 73 L5 Families</b> -that there are different types of committed, stable relationships.</p> <p>how these relationships might contribute to human happiness and their importance for bringing up children.</p>
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			<p><b>Know what to do and where to get support to report material or manage issues online.</b></p> <p><b>L5 81</b> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</p> <p><b>Respectful relationships including friendships-</b> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p><b>STATUTORY GUIDANCE – respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub theme Including:</p> <p><u>Types of bullying</u></p> <p><u>Cyberbullying</u></p> <p><u>Impact of bullying</u></p> <p><u>Bystander intervention</u></p> <p><u>Help for bullying victims</u></p> <p><b>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</b></p> <p><b>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</b></p> <p><b>L6 99</b>The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p><b>STATUTORY GUIDANCE Health and Prevention:</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes:</p> <p><u>Sleep (amount)</u></p>			<p>the characteristics and legal status of other types of long-term relationships.</p> <p>the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.</p> <p>Marriage, what is marriage, why marriage is an important relationship choice for many couples and must be freely entered into.</p> <p><b>STATUTORY GUIDANCE – respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Positive and healthy friendships</u></p> <p><u>Respect</u></p> <p><u>Respecting difference</u></p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Conflict and reconciliation</u></p> <p><u>Ending relationships</u></p> <p><u>Stereotypes damage individuals/encourage prejudice</u></p> <p><u>Respect and tolerance</u></p> <p><b>Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</b></p> <p><b>L6 Intimate and sexual relationships, including sexual health – STI</b></p> <p><b>70 71</b> how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing, how to get further advice</p> <p><b>STATUTORY GUIDANCE - Sexual Health</b></p> <p><b>Sexually transmitted infections (STIs)</b></p> <p>Sexually transmitted infections</p> <p>Other ways people get STIs</p> <p>Understanding 'safer sex</p> <p>Impact of STIs</p> <p>Most common STIs</p> <p>STI help and testing</p> <p>STI treatment</p> <p><b>Contraception and sexual health advice</b></p> <p>Right to sexual health services</p>
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			<p><u>Getting good quality sleep</u></p> <p><u>Devices and sleep</u></p> <p><b>STATUTORY GUIDANCE WELLBEING</b></p> <p><b>Know the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes:</p> <p><u>Talking about emotions</u></p> <p><u>Happiness and personal connection</u></p> <p><u>Common types of mental ill health</u></p> <p><u>Understanding anxiety</u></p> <p><u>Critically evaluate mental wellbeing</u></p> <p><u>Build on positive wellbeing factors</u></p> <p><b>L7</b> enables young people to mature, build their confidence and <b>self-esteem</b></p> <p><b>73</b> Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect.</p> <p><b>74.</b> As in primary, secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of resilience and <b>character in the individual</b>. These should include character traits such as belief in achieving goals and persevering with tasks, as well as <b>personal attributes</b> such as <b>honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice</b>, underpinned by an understanding of the importance of <b>self-respect and self-worth</b>. There are many ways in which secondary schools should support the development of these attributes, for example by providing planned opportunities for young people to undertake social action, <b>active citizenship and voluntary service to others locally or more widely</b>.</p> <p><b>85.</b> It is important for schools to promote pupils' <i>self-control and ability to self-regulate</i>, and strategies for doing so. This will enable them to become confident in their ability to achieve well and <b>persevere</b> even when they encounter setbacks or when their <b>goals are distant, and to respond calmly and rationally to setbacks and challenges</b>.</p> <p><b>100.</b> Pupils should know the contribution that hobbies, interests and participation in</p>			<p>Contraception</p> <p>Contraceptive choices</p> <p>Emergency contraception</p> <p>Using condoms</p> <p>Condom choice</p> <p><b>Know the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</b></p> <p><b>Know the facts around pregnancy including miscarriage.</b></p> <p><b>Know that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</b></p> <p><b>Know how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</b></p> <p><b>Know about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</b></p> <p><b>Know to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</b></p>
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			<p>their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus</p> <p><b>NC CIT 2013</b></p> <p>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.</p> <p><b>STATUTORY GUIDANCE – Mental Wellbeing</b></p> <p><b>Know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</b></p> <p><b>Know that happiness is linked to being connected to others.</b></p> <p><b>Know how to recognise the early signs of mental wellbeing concerns.</b></p> <p><b>Know common types of mental ill health (e.g. anxiety and depression).</b></p> <p><b>Know how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</b></p> <p><b>Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</b></p>			
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<p><b>Intended Impact</b></p>	<p><b>At the end of this topic, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their knowledge of Careers and their future options.</li> <li>2. Develop their understanding of a personalised Careers Pathway and routes.</li> <li>3. Develop their understanding of how to prepare for their next future Careers route.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Identifying possible career interests.</li> <li>2. Demonstrating an understanding of the world of work.</li> <li>3. Identifying the skills that they will need to develop for their futures.</li> <li>4. Demonstrating their understanding of the protected characteristics of the Equality Act 2010.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Become more knowledgeable about the Equality Act 2010, understand the importance for promoting respect for the different characteristic as defined by law.</li> <li>2. Become more knowledgeable about the British Values and understand their significance within Democratic Britain.</li> <li>3. Develop an understanding of the importance of becoming a responsible citizen within the school, wider community. Develop an interest in, and (<i>commitment to, participation</i>) in volunteering, as well as other forms of responsible activity.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Participating in student voice opportunities.</li> <li>2. Evidencing learning on key issues and articulating their own well-informed opinions.</li> <li>3. Becoming involved in citizenship whole school/character and culture events or in the wider community.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their knowledge of online dangers and know how to protect themselves when online.</li> <li>2. Learn about different topics relating to e-safety and the law.</li> <li>3. Develop their understanding of where to go for support regarding these topics, as well as the importance of keeping safe and maintaining mental health and wellbeing.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Confidently evidence steps to staying safe online.</li> <li>2. Evidencing knowledge of emotional wellbeing and mental health.</li> <li>3. Promoting staying safe online.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Acquire a sound knowledge and understanding of how the United Kingdom is governed, <b>its political system and how citizens participate actively in its democratic systems of government.</b></li> <li>2. 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.</li> <li>3. Develop an understanding the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Participating in student voice opportunities.</li> <li>2. Evidencing learning on key issues and articulating their own well-informed opinions.</li> <li>3. Applying skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Deepen their understanding of the law.</li> <li>2. Learn about the negative impacts of drugs within the community and impact of this.</li> <li>3. Develop their understanding of the risks and effects of illegal and legal substance misuse.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Evaluating published literacy and national advice guidelines relating to these topics.</li> <li>2. Forming advice and support guidelines to support others with their understanding of this topic.</li> <li>3. Evidencing learning on key facts covered regarding the law regarding the relevant topics covered.</li> </ol>	<p><b>At the end of this topic</b></p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate their understanding of physical and mental health and wellbeing.</li> <li>2. Learn about Sexual Health, body changes and relationships.</li> <li>3. Develop their understanding of consent, the law.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Completing a self-assessment, stating their confidence levels regarding topics covered.</li> <li>2. knowing where and who to go to for support and guidance, when they need it.</li> <li>3. Evidencing knowledge and understanding of the key topics taught.</li> </ol>
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	Term 1 Careers	Term 2 Values & Culture	Term 3 Taking Care of Myself	Term 4 Democratic Britain	Term 5 Community Issues	Term 6 Relationships and Me
KS3	Sept-Oct	Nov- Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
	HOLIDAY: 1 WEEK	HOLIDAY: 2 WEEKS	HOLIDAY: 1 WEEK	HOLIDAY: 2 WEEKS	HOLIDAY: 1 WEEK	
Year 9	Introduction - Welcome back to school Career choices – what GCSEs do I need to become a... Becoming Employable – Skills, How do skills help you become How does being self-aware help you to become successful? What careers will there be to choose from? How do different business ownerships work and which is the What is a career pathway and how do I craft my own personal What are the rights and responsibilities of the workplace and	Good citizens & Good Society Anti – bullying How to be financially literate Why Save Making the most of your money Delving into Human Rights GroFar	Healthy Diet and exercise First Aid Administering First Aid Dangers of drugs and alcohol Understanding targets advertising – online awareness Understanding the importance of emotional wellbeing	What are the different systems of government around the world? The basics of politics and how parliament work Big Debate - Voting What does an MP do? Who has power and what do they do? Precious liberties -British Value	Families Respectful Relationships (including friendships) Online and Media Being safe (exploitation) Drugs, alcohol and tobacco The law- extremism/radicalisation	Relationships values and attitudes Gender identity and different types of sexual relationships. LGBT and transphobia/homophobia Consent – law and when it is not ok to share Contraception and prevention of STIs Unplanned Pregnancy Race for Life
	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate,]	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate
Assessment	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice

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<p><b>Links to Curriculum</b></p>	<p><b>Careers/Gatsby Benchmarks 1</b></p> <p>RSHE (2019) relationships and positive communication about feelings and emotions</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p>Respectful relationships, including friendships</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p><b>SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence - self-awareness</b></p> <p>Our stable careers programme includes:</p> <ul style="list-style-type: none"> <li>Character Education</li> <li>Self-Awareness and Development</li> <li>Career Exploration</li> <li>Raising Career Aspirations &amp; Career Management</li> <li>Support with researching and applying for GCSE, Post 16 and Post 18 options (Further Education, Higher Education, Apprenticeships and Employment Opportunities)</li> <li>Employability Skills (CV, Mock Interview &amp; Work experience)</li> <li>Useful career related websites</li> </ul> <p>Link Spanish year 9 term 2-My future jobs and careers</p> <p>Link business studies year 9 term 3 and term 4</p> <p>Link French year 9 term 5-jobs and ambitions</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p><b>SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence - self-awareness</b></p>	<p>Citizenship NC responsible citizens, who manage their money well and make sound financial decisions.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Nc CIT KS3 2013</p> <p>L1 the roles played by public institutions and voluntary groups in society,</p> <p>L2 the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>L3/4/5/6 the functions and uses of money, the importance and practice of budgeting, managing risk</p> <p>Links to photography year 9 terms-1-6 technical book and composition challenge</p> <p>Link to drama year 9 term 1 -Hamilton the Musical</p> <p>Link to drama year 9 term 4-Verbatim Theatre</p> <p>Link to music year 9 term 1 -history of music</p> <p>Link to music year 9 term 2-music of Africa</p> <p>Link to music year 9 term 3-jazz and rock and roll</p> <p>Link to music year 9 term 5 – music and vales</p> <p>Link to English year 9 term 1-the crucible</p> <p>Link to English year 9 term 3-poetry: disturbed voices</p> <p>Link to English year 9 term 4-Sherlock Holmes</p> <p>Link to English year 9 term 5- Literary Non fiction</p> <p>Link to English year 9 term 6-values and culture</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Sub theme Including:</p> <p>Types of bullying</p> <p>Cyberbullying</p> <p>Impact of bullying</p> <p>Bystander intervention</p>	<p>RSHE (2019) Physical health and mental wellbeing: Secondary</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p>97. Physical health and mental wellbeing: Secondary</p> <p><b>L1 Changing adolescent body</b></p> <p>97 understand how their bodies are changing, how they are feeling and why, to further develop the language that they use to talk about their bodies, health and emotions and to understand why terms associated with mental and physical health difficulties should not be used pejoratively.</p> <p><b>L2. Healthy eating 99</b></p> <p>maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p><b>L3/4 Basic first aid 100</b></p> <p><b>NC CIT 2013</b></p> <p>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.</p> <p><b>97. Physical health and mental wellbeing: Secondary</b></p> <p>L3 basic treatment for common injuries. Life-saving skills, including how to administer CPR.15the purpose of defibrillators and when one might be needed.</p> <p>L4 -personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>Dental health, (late secondary) the benefits of regular self-examination and screening. Immunisation and vaccination. Good quality sleep for good health</p> <p><b>L5. Internet safety and harms</b></p> <p><b>80 81</b> how to identify harmful behaviours online (including bullying, abuse or</p>	<p>Citizenship NC – developing understanding of political knowledge and understanding of the law. Citizenship NC creating responsible citizens, who want to make a positive contribution to society.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Nc CIT KS3 2013</p> <p>L1 Develop pupils' understanding of democracy, government (and beyond ks4 link)</p> <p>L2 the precious liberties enjoyed by the citizens of the United Kingdom.</p> <p>L3 the rights and responsibilities of citizens., debate and evaluate viewpoints, present reasoned arguments and take informed action.</p> <p>L4 Human rights and international law. ks4 link</p> <p>L5 Debate and evaluate viewpoints, present reasoned arguments. (Youth parliament campaigns)</p> <p>(Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence)</p> <p>L6 Take informed action.</p> <p>Link history year 9 term 1 and 2 - migration</p> <p>Link to history year 9 c and p 3,4,5 and 6</p> <p>Link to drama year 9 term 1 - Hamilton the Musical</p> <p>Link to drama year 9 term 4- Verbatim Theatre</p> <p>Link to English year 9 term 5- Literary Non fiction</p>	<p>RSHE (2019) healthy lifestyle and living.</p> <p>Citizenship NC</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019'</b></p> <p>L1/2 69. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship.</p> <p>L3 80, 81 Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online.</p> <p>L4 78. 79. Pupils should be well informed about the full range of perspectives and, within the law.</p> <p><b>L5.101</b> Drugs, Alcohol and tobacco.</p> <p>82 The law</p> <p>Substance abuse</p> <p>the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. The physical and psychological consequences of addiction.</p> <p><b>L6 82.</b> The law</p> <p>extremism/radicalisation</p> <p>Nc CIT KS3 2013</p> <p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p> <p>Link Spanish year 9 term 3-healthy lifestyle</p> <p>Link to Spanish year 9 term 4-a balanced diet</p>	<p>RSHE (2019) – sexual health and prevention, LGBT+ and diversity. SACRE – developing tolerance and teaching around attitudes to different people esp. LGBT+</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>L1 Respectful relationships, including friendships</b></p> <p><b>69</b> The characteristics of positive relationships in all context.</p> <p>that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p><b>L2 31 75.</b> Equality - Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.</p> <p><b>L3 36.37. 75</b> LGBT – Equality Act 2010. Protected characteristics.</p> <p><b>82 RSE 2019 on sexuality</b></p> <p><b>Intimate and sexual relationships, including sexual health – STI</b></p> <p><b>L4 – 70</b> Consent – The definition -that they have a choice to delay sex or to enjoy intimacy without sex.</p> <p><b>L5 71</b> the facts about the full range of contraceptive choices, efficacy and options available.</p> <p><b>L5 73</b> that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. How the use of alcohol and drugs can lead to risky sexual behaviour. Support and Advice.</p>
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		<p><b>Help for bullying victims</b></p> <p>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p><b>STATUTORY GUIDANCE</b> Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>STATUTORY GUIDANCE internet safety and harms</b> Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>L3/4/5/6 the functions and uses of money, the importance and practice of budgeting, managing risk. CIT KS3</p>	<p>harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>Their rights, responsibilities and opportunities- behaviour online.</p> <p>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p><b>L6. Drugs</b> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency. An awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.</p> <p><b>L7 Mental wellbeing</b></p> <p>103. Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.</p> <p>how to recognise the early signs of mental wellbeing concerns.</p> <p>common types of mental ill health (e.g. anxiety and depression).</p> <p><b>Link science term 2 year 9 -organisms</b></p> <p><b>Link Spanish year 9 term 4-our voice</b></p> <p><b>STATUTORY GUIDANCE changing adolescent body</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes:</b></p> <p><b>Personal hygiene</b></p> <p><b>Bacterial infections</b></p> <p>Know the main changes which take place in males and females, and the implications for emotional and physical health.</p> <p>Know the key facts about puberty, the changing adolescent body and menstrual wellbeing.</p>		<p><b>Link to French year 9 term 2-technology</b></p> <p><b>Link to French year 9 term 3 - issues for teenagers</b></p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b> Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>L3 80, 81 Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online.</p> <p>Online &amp; Media</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>STATUTORY GUIDANCE Online &amp; Media</b></p> <p>Sub themes included:</p> <p>OPPORTUNITIES AND RESPONSIBILITIES</p> <p>Opportunities online</p> <p>Digital citizenship</p> <p>Digital footprint</p> <p>Rules about online behaviour</p> <p>RISKS ONLINE</p> <p>Online risks</p> <p>How data is generated and used</p> <p>Sharing material online</p> <p>Removing material online</p> <p>Risks of unknown people online</p> <p>HARMFUL CONTENT</p> <p>Impacts of viewing harmful content</p> <p>Pornography and the law</p> <p>Indecent images of children</p>	<p><b>L6 71 Intimate and sexual relationships, including sexual health</b></p> <p><b>L6</b> the facts around pregnancy including miscarriage That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p>78Key aspects of the law relating to sex which should be taught include the age of consent, what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, and choices permitted by the law around pregnancy. 82 – Law on abortion</p> <p><b>Link to music year 9 term 6-band skills</b></p> <p><b>Link to year 9 - football/handball/hockey/netball</b></p> <p><b>Link to English year 9 term 1-the crucible</b></p> <p><b>Link to English year 9 term 3-poetry: disturbed voices</b></p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Positive and healthy friendships</u></p> <p><u>Respect</u></p> <p><u>Respecting difference</u></p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Conflict and reconciliation</u></p> <p><u>Ending relationships</u></p> <p>Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable</p> <p><b>L2 31 75. Equality</b> - Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any occurrences are identified and tackled.</p>
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			<p><b>L2. Healthy eating 99</b></p> <p>maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p><b>STATUTORY GUIDANCE Health and prevention</b></p> <p>Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p><b>L3 Basic first aid 100</b></p> <p><b>NC CIT 2013</b></p> <p>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.</p> <p><b>97. Physical health and mental wellbeing: Secondary</b></p> <p>L3 basic treatment for common injuries. Life-saving skills, including how to administer CPR.15the purpose of defibrillators and when one might be needed.</p> <p>L4 -personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p><b>STATUTORY GUIDANCE – Health &amp; prevention</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><u>Dental health</u></p> <p><u>Tooth decay and gum disease</u></p> <p><u>Preventing plaque build up</u></p> <p><u>Flossing and interdental cleaning</u></p> <p><u>Sugar and dental health</u></p> <p><u>The immune system</u></p> <p><u>Vaccinations</u></p> <p>Know about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>Dental health, (late secondary) the benefits of regular self-examination and screening. Immunisation and vaccination. Good quality sleep for good health</p>		<p>SUPPORT AND REPORTING</p> <p><u>Strategies to manage online issues</u></p> <p><u>Right to ask for help</u></p> <p><u>When to get support</u></p> <p><u>Where to get support</u></p> <p><u>Reporting content/conduct</u></p> <p><b>STATUTORY GUIDANCE internet safety and harms</b></p> <p>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>STATUTORY GUIDANCE online and media</b></p> <p>Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Know how information and data is generated, collected, shared and used online.</p> <p>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>Know what to do and where to get support to report material or manage issues online.</p> <p>L4 78. 79. Pupils should be well informed about the full range of perspectives and, within the law.</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p><b>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</b></p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition</p>	<p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p><b>L3 36.37. 75 LGBT – Equality act 2010.</b></p> <p>Protected characteristics.</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>STATUTORY GUIDANCE Respectful relationships</b></p> <p>Sub themes included:</p> <p><u>Stereotypes damage individuals/encourage prejudice</u></p> <p><u>Respecting difference</u></p> <p><u>Respect and tolerance</u></p> <p><u>The Equality Act 2010</u></p> <p><u>Where discrimination is unlawful</u></p> <p><b>82 RSE 2019 on sexuality</b></p> <p>Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p> <p>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p><b>Intimate and sexual relationships, including sexual health – STI</b></p> <p><b>L4 – 70 Consent –</b> The definition -that they have a choice to delay sex or to enjoy intimacy without sex.</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and</p>
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			<p><b>L5. Internet safety and harms</b></p> <p><b>STATUTORY GUIDANCE internet safety and harms</b></p> <p>Sub themes</p> <p><u>Unhealthy comparisons</u></p> <p><u>Body image</u></p> <p><u>Social media and reality</u></p> <p><u>Over-relying on online relationships</u></p> <p><u>Gambling</u></p> <p><u>Understanding gambling</u></p> <p><u>Recognising problem gambling</u></p> <p><u>Targeted advertising and information</u></p> <p><u>Online information</u></p> <p><u>Targeted advertising</u></p> <p><u>Influencers</u></p> <p><u>Accessing support</u></p> <p><u>Identifying harmful behaviours</u></p> <p><u>When to get support</u></p> <p><b>80 81</b> how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p>Their rights, responsibilities and opportunities- behaviour online.</p> <p>about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p><b>STATUTORY GUIDANCE – respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub theme including:</p> <p><u>Types of bullying</u></p> <p><u>Cyberbullying</u></p> <p><u>Impact of bullying</u></p> <p><u>Bystander intervention</u></p> <p><u>Help for bullying victims</u></p> <p><b>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to</b></p>		<p>cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Criminal behaviour – sexual assault</u></p> <p><u>stalking and harassment</u></p> <p><u>coercive and/or controlling behaviour</u></p> <p><u>blackmail</u></p> <p><u>Sexual Violence</u></p> <p><u>Sexual harassment</u></p> <p><b>STATUTORY GUIDANCE Online and media</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>STATUTORY GUIDANCE Online &amp; Media</b></p> <p>Sub themes included:</p> <p>OPPORTUNITIES AND RESPONSIBILITIES</p> <p><u>Opportunities online</u></p> <p><u>Digital citizenship</u></p> <p><u>Digital footprint</u></p> <p><u>Rules about online behaviour</u></p> <p>RISKS ONLINE</p> <p><u>Online risks</u></p> <p><u>How data is generated and used</u></p> <p><u>Sharing material online</u></p> <p><u>Removing material online</u></p> <p><u>Risks of unknown people online</u></p> <p>HARMFUL CONTENT</p> <p><u>Impacts of viewing harmful content</u></p> <p><u>Pornography and the law</u></p> <p><u>Indecent images of children</u></p> <p>SUPPORT AND REPORTING</p> <p><u>Strategies to manage online issues</u></p> <p><u>Right to ask for help</u></p> <p><u>When to get support</u></p>	<p>in addition cover the following content by the end of secondary</p> <p><u>Sub themes included:</u></p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Criminal behaviour – sexual assault</u></p> <p><u>stalking and harassment</u></p> <p><u>coercive and/or controlling behaviour</u></p> <p><u>blackmail</u></p> <p><u>Sexual Violence</u></p> <p><u>Sexual harassment</u></p> <p><b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p> <p><b>STATUTORY GUIDANCE - Sexual Health</b></p> <p><b>Sexual consent and the law</b></p> <p><u>UK legal age of consent</u></p> <p><u>Freedom and capacity to consent</u></p> <p><u>When consent is not possible</u></p> <p><u>Checking for consent</u></p> <p><u>People in a position of trust</u></p> <p><b>Identifying and managing sexual pressure</b></p> <p><u>Sources of sexual pressure</u></p> <p><u>Recognising sexual pressure</u></p> <p><u>Managing sexual pressure</u></p> <p><u>Not pressuring others</u></p> <p><b>Know that they have a choice to delay sex or to enjoy intimacy without sex</b></p> <p><b>Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</b></p> <p><b>Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</b></p> <p><b>Know that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</b></p> <p><b>Know how the use of alcohol and drugs can lead to risky sexual behaviour.</b></p>
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			<p>report bullying and how and where to get help.</p> <p>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p><b>STATUTORY GUIDANCE Online relationships</b></p> <p>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p><b>Online risks</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>STATUTORY GUIDANCE Online &amp; Media</b></p> <p>Sub themes included:</p> <p>OPPORTUNITIES AND RESPONSIBILITIES</p> <p><u>Opportunities online</u></p> <p><u>Digital citizenship</u></p> <p><u>Digital footprint</u></p> <p><u>Rules about online behaviour</u></p> <p>RISKS ONLINE</p> <p><u>Online risks</u></p> <p><u>How data is generated and used</u></p> <p><u>Sharing material online</u></p> <p><u>Removing material online</u></p> <p><u>Risks of unknown people online</u></p> <p>HARMFUL CONTENT</p> <p><u>Impacts of viewing harmful content</u></p> <p><u>Pornography and the law</u></p> <p><u>Indecent images of children</u></p> <p>SUPPORT AND REPORTING</p> <p><u>Strategies to manage online issues</u></p> <p><u>Right to ask for help</u></p> <p><u>When to get support</u></p> <p><u>Where to get support</u></p>		<p><u>Where to get support</u></p> <p><b>Know the impact of viewing harmful content.</b></p> <p><b>Know that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</b></p> <p><b>Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</b></p> <p><b>Know what to do and where to get support to report material or manage issues online.</b></p> <p><b>L5.101</b> Drugs, Alcohol and tobacco.</p> <p>82 The law</p> <p><b>STATUTORY GUIDANCE Drugs Alcohol and tobacco</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes:</p> <p><u>Drugs</u></p> <p><u>About drugs</u></p> <p><u>medicines (prescribed and 'over the counter')</u></p> <p><u>legal drugs that are not medicines (e.g. alcohol, tobacco, caffeine)</u></p> <p><b>Tabacco</b></p> <p><u>Harms from tobacco</u></p> <p><u>Smoking risks and dangers</u></p> <p><u>Stopping smoking</u></p> <p><u>Benefits of stopping smoking</u></p> <p><b>Alcohol</b></p> <p><u>Short-term health risks of alcohol</u></p> <p><u>Long-term health risks of alcohol</u></p> <p><u>Psychological risks of alcohol</u></p> <p><u>Brain development and alcohol</u></p> <p><u>Lower risk alcohol consumption</u></p> <p><u>Substance use and functioning</u></p>	<p><b>L5 71</b> the facts about the full range of contraceptive choices, efficacy and options available.</p> <p><b>L5 73</b> that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. How the use of alcohol and drugs can lead to risky sexual behaviour. Support and Advice.</p> <p><b>STATUTORY GUIDANCE - Sexual Health</b></p> <p><b>Sexually transmitted infections (STIs)</b></p> <p><u>Sexually transmitted infections</u></p> <p><u>Other ways people get STIs</u></p> <p><u>Understanding 'safer sex</u></p> <p><u>Impact of STIs</u></p> <p><u>Most common STIs</u></p> <p><u>STI help and testing</u></p> <p><u>STI treatment</u></p> <p><b>Contraception and sexual health advice</b></p> <p><u>Right to sexual health services</u></p> <p><u>Contraception</u></p> <p><u>Contraceptive choices</u></p> <p><u>Emergency contraception</u></p> <p><u>Using condoms</u></p> <p><u>Condom choice</u></p> <p><b>Know how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.</b></p> <p><b>Know about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.</b></p> <p><b>Know to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</b></p> <p><b>L6 71 Intimate and sexual relationships, including sexual health</b></p> <p><b>L6</b> the facts around pregnancy including miscarriage That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</p> <p><b>78</b>Key aspects of the law relating to sex which should be taught include the age of consent,</p>
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			<p><u>Reporting content/conduct</u></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</b></p> <p><b>Know how information and data is generated, collected, shared and used online.</b></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></p> <p><b>Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</b></p> <p><b>Know what to do and where to get support to report material or manage issues online.</b></p> <p><b>L6. Drugs</b> the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency. An awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions.</p> <p><b>STATUTORY GUIDANCE DRUGS/ALCOHOL/TOBACCO</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes:</p> <p><u>illegal drugs</u></p> <p><u>substances that are misused as drugs</u></p> <p><u>Health risks of illegal drugs</u></p> <p><u>Drug risks awareness</u></p> <p><u>Illegal drugs and mental health</u></p> <p><u>Dangers of 'self-medication'</u></p>		<p><b>The 'drink drive' limit</b></p> <p><b>Substance abuse</b></p> <p><b>STATUTORY GUIDANCE DRUGS/ALCOHOL/TOBACCO</b></p> <p>Know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>Know the law relating to the supply and possession of illegal substances.</p> <p>Have an awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>Know the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>Know the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p>Know the physical and psychological consequences of addiction, including alcohol dependency.</p> <p><b>L6 82. The law</b></p> <p>extremism/radicalisation</p> <p>Nc CIT KS3 2013</p> <p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes:</b></p> <p><u>Criminal behaviour –</u></p> <p><u>coercive and/or controlling behaviour</u></p>	<p>what consent is and is not, the definitions and recognition of rape, sexual assault and harassment, <b>and choices permitted by the law around pregnancy.</b> 82 – Law on abortion</p> <p><b>STATUTORY GUIDANCE - Sexual Health</b></p> <p><b>Human fertility and reproduction</b></p> <p><u>Individual development</u></p> <p><u>Fertility and reproduction</u></p> <p><u>Ways people have a child</u></p> <p><u>How health can affect fertility</u></p> <p><u>Fertility and menopause</u></p> <p><u>Pregnancy</u></p> <p><u>Pregnancy signs</u></p> <p><u>Pregnancy testing and support</u></p> <p><u>Having a baby</u></p> <p><u>Wellbeing during/after pregnancy</u></p> <p><u>Miscarriage and 'stillbirth'</u></p> <p><u>Pregnancy choices and support</u></p> <p><u>Making decisions about pregnancy</u></p> <p><u>Abortion</u></p> <p><u>Support if considering abortion</u></p> <p><b>Know the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</b></p> <p><b>Know the facts around pregnancy including miscarriage.</b></p> <p><b>Know that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).</b></p> <p><b>Know to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</b></p>
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			<p><u>Illegal drugs and the law</u></p> <p><u>Travel abroad and drugs</u></p> <p><u>Impact of drug convictions</u></p> <p><u>Wider impact of illegal drugs</u></p> <p><u>Prescription drugs risks</u></p> <p><u>Drugs, crime and illegal gangs</u></p> <p>Know the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions.</p> <p>Know the law relating to the supply and possession of illegal substances.</p> <p>Have an awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>Know the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood.</p> <p>Know the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p>Know the physical and psychological consequences of addiction, including alcohol dependency.</p> <p><b>L7 Mental wellbeing</b></p> <p>103. Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.</p> <p>how to recognise the early signs of mental wellbeing concerns.</p> <p>common types of mental ill health (e.g. anxiety and depression).</p> <p><b>STATUTORY GUIDANCE –Health and prevention</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes:</b></p> <p><u>Sleep</u></p> <p><u>Getting good quality sleep</u></p> <p><u>Devices and sleep</u></p> <p><b>STATUTORY GUIDANCE – Mental Wellbeing</b></p>			
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				<p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes:</p> <p><u>Talking about emotions</u></p> <p><u>Happiness and personal connection</u></p> <p><u>Common types of mental ill health</u></p> <p><u>Understanding anxiety</u></p> <p><u>Critically evaluate mental wellbeing</u></p> <p><u>Build on positive wellbeing factors</u></p> <p><b>STATUTORY GUIDANCE – Mental Wellbeing</b></p> <p><b>Know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</b></p> <p><b>Know that happiness is linked to being connected to others.</b></p> <p><b>Know how to recognise the early signs of mental wellbeing concerns.</b></p> <p><b>Know common types of mental ill health (e.g. anxiety and depression).</b></p> <p><b>Know how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</b></p> <p><b>Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</b></p>			
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<p><b>Intended Impact</b></p>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their knowledge of Careers and their future options.</li> <li>2. Develop their understanding of a personalised Careers Pathway and routes.</li> <li>3. Develop their understanding of how to prepare for their next future Careers route.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Identifying possible career interests.</li> <li>2. Demonstrating an understanding of the world of work.</li> <li>3. Identifying the skills that they will need to develop for their futures.</li> <li>4. Evidencing an understanding of the labour market.</li> <li>5. Demonstrating their understanding of the protected characteristics of the Equality Act 2010.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Become more knowledgeable about managing money and learning about how this affects lifestyle and well-being.</li> <li>3. Develop their understanding of the importance of personal budgeting and saving for the future.</li> <li>4. Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. evidencing their learning on the key topics covered.</li> <li>2. evaluating the potential impact of poor money management and the consequences.</li> <li>3. Becoming involved in citizenship whole school/character and culture events or in wider extra-curricular activities, linked to Anti bullying.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> <li>1. Evidence their understanding of the importance of maintaining a good level of mental and physical health and the factors which may affect one's level of wellbeing.</li> <li>2. Evaluate the differences between legal and illegal drugs and the impact that they can have on an individual's mental and physical wellbeing</li> <li>3. Develop their understanding of staying safe online and the online risks and harm.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Articulating and sharing their findings on the subject of Physical health and mental wellbeing:</li> <li>2. Evidencing the impact that substance misuse can have on people's wellbeing and lifestyle.</li> <li>3. Evidencing their understanding of online risks.</li> <li>4. Be able to give advice on how to maintain mental and physical health and wellbeing, and where to access specialist support.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Become more knowledgeable about how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.</li> <li>2. Understand the precious liberties enjoyed by the citizens of the United Kingdom.</li> <li>3. Develop understanding of human rights and international law CIT ks4.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Participating in student voice opportunities.</li> <li>2. Evidencing learning on key issues and articulating their own well-informed opinions.</li> <li>3. Evidencing knowledge and understanding of the key topics taught by debating/presenting and creating a campaign.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <p>At the end of this topic students will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop their understanding of the key units covered and their understanding of the laws relating to these key topics.</li> <li>2. Understand the law relating to illegal substances. Develop their awareness and understanding of the dangers of illegal substances. Evaluate the differences between legal and illegal drugs and the impact that they can have on the community.</li> <li>3. Develop their understanding of staying safe online and the online risks and harm.</li> <li>4. Summarise and evidence their learning of the key topics and units covered.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Articulating and sharing their findings.</li> <li>2. Forming their own informed opinions regarding such topics and understanding the consequences of breaking the law regarding such topics.</li> <li>3. Evidencing the impact that substance misuse can have on people's wellbeing and lifestyle.</li> <li>4. Evidencing their understanding of online risks.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand what positive relationships are.</li> <li>2. Develop their understanding of staying safe and the law.</li> <li>3. Develop understanding of where to access support.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Completing a self-assessment, stating their confidence levels regarding topics covered.</li> <li>2. knowing where and who to go to for support and guidance, when they need it.</li> <li>3. Evidencing knowledge and understanding of the key topics taught.</li> </ol>
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	Term 1 Careers	Term 2 Values & Culture	Term 3 Taking Care of Myself & Community Issues	Term 4 Democratic Britain	Term 5 English Literature Booster	Term 6 Relationships and Me
KS4	Sept-Oct	Nov- Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
Year 10	<p><b>HOLIDAY: 1 WEEK</b></p> <ul style="list-style-type: none"> <li>Introduction – Back to school</li> <li>Career choices – What career do you want?</li> <li>Future careers - what jobs will there be when you leave education? (LMI)</li> <li>The world of work – what skills, values and attributes do you have/need?</li> <li>Personal Pathways – Post-16 Options – what choices do you have?</li> <li>The Recruitment Process and Interviews</li> <li>Workplace culture, safety and equality (Equality Act 2010)</li> <li>GroFar</li> </ul>	<p><b>HOLIDAY: 2 WEEKS</b></p> <ul style="list-style-type: none"> <li>The importance of self-awareness</li> <li>Mutual Respect &amp; Tolerance – British Values</li> <li>Anti-Bullying</li> <li>Community and volunteering</li> <li>Being a responsible citizen</li> <li>How do I stay in control of my money?</li> <li>How can I stay financially stable?</li> </ul>	<p><b>HOLIDAY: 2 WEEKS</b></p> <ul style="list-style-type: none"> <li>E-Safety</li> <li>Identifying scams and sources of support</li> <li>CCE and CSE and knife crime/acid attacks</li> <li>Healthy Eating and Lifestyle (sleep and rest)</li> <li>Mental health and wellbeing - self esteem &amp; Body Image</li> <li>Online gambling – debt</li> </ul>	<p><b>HOLIDAY: 1 WEEK</b></p> <ul style="list-style-type: none"> <li>What is the role of the citizen, parliament and the monarch</li> <li>Where does power reside? The difference between the executive, the legislature.</li> <li>Voting and the Free Press plus The Big Debate</li> <li>GRoFar</li> <li>What are the different electoral systems</li> <li>What are the different systems of government?</li> </ul>	<p><b>HOLIDAY: 2 WEEKS</b></p> <ul style="list-style-type: none"> <li>Consent and peer pressure – the right to say no</li> <li>Intimate relationships without Sex – trust and respect</li> <li>Images in a digital world</li> <li>Honour based violence and FGM</li> <li>Relationship abuse and domestic violence</li> <li>Forced marriage</li> <li>Managing Conflict - Respect</li> </ul>	<p><b>HOLIDAY: 1 WEEK</b></p>
Assessment	<p>Experiences &amp; Encounters inc. GroFar, The Big Create &amp; The Big Debate, Medical Mavericks – Online Presentation and Amazing Apprenticeships Assembly</p> <p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Experiences &amp; Encounters inc. GroFar, The Big Create &amp; The Big Debate</p> <p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Experiences &amp; Encounters inc. GroFar, The Big Create &amp; The Big Debate</p> <p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Experiences &amp; Encounters inc. GroFar, The Big Create &amp; The Big Debate</p> <p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Experiences &amp; Encounters inc. GroFar, The Big Create &amp; The Big Debate</p> <p>Multiple-choice Assessment Questioning through class Student voice</p>	<p>Experiences &amp; Encounters inc. GroFar, The Big Create &amp; The Big Debate</p> <p>Multiple-choice Assessment Questioning through class Student voice</p>

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<p><b>Links to Curriculum</b></p>	<p>Supporting learning across the curriculum – learning skills that will foster academic success but also personal development in terms of resilience and organisation. Careers/Gatsby Benchmark 1</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p>Respectful relationships, including friendships</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>Our stable careers programme includes:</p> <ul style="list-style-type: none"> <li>Character Education</li> <li>Self-Awareness and Development</li> <li>Career Exploration</li> <li>Raising Career Aspirations &amp; Career Management</li> <li>Support with researching and applying for GCSE, Post 16 and Post 18 options (Further Education, Higher Education, Apprenticeships and Employment Opportunities)</li> <li>Employability Skills (CV, Mock Interview &amp; Work experience)</li> <li>Useful career related websites</li> </ul> <p>Link French year 10 term 3-current and future job-education post 16</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p>	<p>Citizenship NC ks4 (2013)- 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</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Nc CIT KS4 2013</b></p> <p>Pupils should develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions. They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.</p> <p>L1 <b>SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness</b></p> <p>L2 unite against bullying – mutual respect links to RSE 2019 relationships.</p> <p>L3 regional, religious and ethnic identities in the United Kingdom the need for <i>mutual respect</i> and understanding <i>tolerance</i>.</p> <p>L4 to include the opportunity to participate actively in community volunteering,</p> <p>L5 the different ways in which a citizen can contribute to the improvement of their community,</p> <p>L6 solve problems and contribute to society</p> <p>L7 responsible activity – link to previous lessons.</p> <p>Link Spanish year 10 term 5-identity and culture</p> <p>Link French year 10 term 6-customs and festivals</p> <p>Link French year 10 term 1-global issues and environment</p> <p>Link art year 10 term 1- A03</p> <p>Link art year 10 term 3- A01, A02, A03</p> <p>Link photography year 10 term 1, 2 and 3- A01, A02, A03</p> <p>Link to English year 10 term 3- A1C</p> <p>Link to English year 10 term 5-speaking and listening</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p>	<p>Citizenship NC and developing well-rounded citizens who are knowledgeable about the law and how the justice works to keep people safe.</p> <p>RSHE (2019) healthy lifestyle and promoting healthy living.</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p>L1 <b>Mental Health 97 103</b></p> <p>103 how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>100 The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p><b>Physical health and fitness</b></p> <p>84 the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</p> <p>99 the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health,</p> <p><b>97. Physical health and mental wellbeing: Secondary</b></p> <p>L1 99 Healthy Eating - how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p>101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.</p> <p>L2 99 Self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the</p>	<p>Citizenship NC – role of local government and how to engage as political citizens.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>See column 5 – as it is relevant too.</b></p> <p><b>Nc CIT KS4 2013</b></p> <p>L1 parliamentary democracy and the key elements of the constitution of the United Kingdom</p> <p>L2 the power of government,</p> <p>L3 the role of citizens and Parliament in holding those in power to account,</p> <p>L4 the different roles of the executive, legislature and judiciary and a free press</p> <p>L5 the different electoral systems used in and beyond the United Kingdom</p> <p>L6 actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</p> <p>Link history year 10 term 1- whitechapel</p> <p>Link history year 10 term 2- EEEKT</p> <p>Link to art year 10 term 2 -A01, A02, A03</p>	<p>STATUTORY GUIDANCE WELLBEING</p> <p>Know how to recognise the early signs of mental wellbeing concerns</p> <p>STATUTORY GUIDANCE internet safety and harms</p> <p>Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p><b>L2. 82. The law</b></p> <p>violence and exploitation by gangs.</p> <p><b>L2/3 79 102</b> criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</p> <p>hate crime</p> <p><b>L2/3 Nc CIT KS3 2013</b></p> <p>82. The law – RSE 2019</p> <p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p><b>L4 82. The law – RSE 2019</b></p> <p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals CIT</p> <p><b>L5. E- safety. 80 81 82. The law</b></p> <p><b>Including pornography</b></p> <p>online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) * pornography - the impact of viewing harmful content.</p> <p>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>L6 100</b> Pupils should know the contribution that hobbies, interests and participation in their own</p>	<p>Citizenship NC and RSE (2019) in terms of the law and relationships.</p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>Intimate and sexual relationships, including sexual health</b></p> <p><b>82 – consent and the law</b></p> <p>L1, how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>Consent - that they have a choice to delay sex or to enjoy intimacy without sex.</p> <p><b>Being safe</b></p> <p><b>The law 82, 79 - FGM – Violence against women and girls.</b></p> <p>L1 The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, L5 domestic abuse, L6 forced marriage, L4 honour-based violence and FGM, and how these can affect current and future relationships. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p><b>L2 Peer pressure</b> - that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. Having sex is a choice, and a choice to delay -emotional/physical wellbeing.</p> <p><b>L3. Intimate relationships</b> – friendships. the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Link Science Year 10 term 2-Infection and Response</p>
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		<p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub theme Including:</p> <p><u>Types of bullying</u></p> <p><u>Cyberbullying</u></p> <p><u>Impact of bullying</u></p> <p><u>Bystander intervention</u></p> <p><u>Help for bullying victims</u></p> <p><b>STATUTORY GUIDANCE</b>  <b>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</b></p> <p><b>STATUTORY GUIDANCE</b>  <b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p> <p><b>STATUTORY GUIDANCE internet safety and harms</b>  <b>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</b></p> <p>L3 regional, religious and ethnic identities in the United Kingdom the need for mutual respect and understanding tolerance.</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p>Sub theme include:</p> <p><u>Respecting difference - Explain the harm caused by 'cancel culture' and the importance of freedom of speech and freedom of association to a tolerant and free society. Censorship and 'no platforming' are harmful and damaging.</u></p> <p><u>Respect and tolerance</u></p> <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p><b>STATUTORY GUIDANCE</b>  <b>Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</b></p> <p>L4 to include the opportunity to participate actively in community volunteering,</p> <p>L5 the different ways in which a citizen can contribute to the improvement of their community,</p> <p>L6 solve problems and contribute to society</p>	<p>benefits of sufficient sleep, good nutrition and strategies for building resilience.</p> <p><b>L3 99 Health and prevention</b> - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</p> <p>L4 <b>74.</b> Practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of <b>self-respect and self-worth.</b></p> <p>STATUTORY GUIDANCE WELLBEING</p> <p>Know how to recognise the early signs of mental wellbeing concerns</p> <p>STATUTORY GUIDANCE internet safety and harms</p> <p>Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p><b>L5 80, 81 9.</b> More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online.</p> <p><b>L5 102</b> The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included.</p> <p><b>L6 Physical health and mental wellbeing: Secondary</b></p> <p>Internet safety and harms - the risks related to online gambling including the accumulation of debt.</p> <p><b>L7 Respectful relationships, including friendships. 102, 103</b></p> <p>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Families - how to: determine whether other children, adults or sources of information are trustworthy: judge when a</p>		<p>communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus</p> <p><b>103.</b> Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.</p> <p><b>NC CIT 2013</b> 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.</p> <p><b>Link Science Year 10 term 6- Ecology</b></p> <p><b>Link Spanish Year 10 term 2- identity and culture</b></p> <p><b>Link Spanish year 10 term 3-my city</b></p> <p><b>Link to art year 10 term 4- A01, A02, A03, A04</b></p> <p><b>Link to art year 10 term 5-A01, A02, A03, A04</b></p> <p><b>Link to photography term 5-A01, A02, A03, A04</b></p> <p><b>Link to year 10 V-cert- term 1-unit 5 and 6</b></p> <p><b>STATUTORY GUIDANCE WELLBEING</b>  <b>Know how to recognise the early signs of mental wellbeing concerns</b></p> <p><b>STATUTORY GUIDANCE internet safety and harms</b></p> <p><b>Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.</b></p> <p><b>L2. 82. The law</b></p> <p><b>STATUTORY GUIDANCE Drugs Alcohol and tobacco</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p>	<p><b>Link French year 10 term 4-social issues eating habits</b></p> <p><b>Link French year 10 term 5-marriage and partnership</b></p> <p><b>Link to art year 10 term 4-A01, A02, A03</b></p> <p><b>Link to photography year 10 term 4-A01, A02, A03</b></p> <p><b>Link to year 10- football/handball/hockey/netball</b></p> <p><b>Link to year 10 V-cert- term 1-unit 1</b></p> <p><b>Level 2 Health and Social care term 1 - understanding human growth and development</b></p> <p><b>Level 2 Health and Social Care term 2 – a2 factors affecting growth and development</b></p> <p><b>Level 2 Health and Social Care term 3-B1 different types of life events</b></p> <p><b>B2 coping with change caused by life events</b></p> <p><b>Link to year 10 term 1 -macbeth</b></p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Criminal behaviour –</u></p> <p><u>sexual assault</u></p> <p><u>stalking and harassment</u></p> <p><u>coercive and/or controlling behaviour</u></p> <p><u>blackmail</u></p> <p><u>Sexual Violence</u></p> <p><u>Sexual harassment</u></p> <p><b>STATUTORY GUIDANCE Sexual relationships and sexual health</b></p> <p><b>Sexual relationships and sexual health</b></p> <p><u>Healthy intimate relationships</u></p> <p><u>Diversity of intimate relationships</u></p> <p><u>Good communication</u></p> <p><u>Sex in intimate relationships</u></p> <p><u>Choosing to not to have sex</u></p> <p><u>Intimacy without sex</u></p> <p><u>When relationships end</u></p>
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		<p>L7 responsible activity – link to previous lessons.</p> <p>Cit ks4</p>	<p>family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p><b>Link Spanish Year 10 term 1 -free -time</b></p> <p><b>Link French year 10 term 5-marriage and partnership and new technology</b></p> <p><b>Link to art year 10 term 6- A01, A02,A03,A04</b></p> <p><b>Link to photography term 6-A01, A02, A03, A04</b></p> <p><b>Link to year 10 V-cert- term 1-unit 1</b></p> <p><b>Link to year 10 V-cert- term 1-unit 5 and 6</b></p> <p><b>Level 2 Health and Social care term 1 - understanding human growth and development</b></p> <p><b>Level 2 Health and Social Care term 2 – a2 factors affecting growth and development</b></p> <p><b>Level 2 Health and Social Care term 3- B1 different types of life events</b></p> <p><b>B2 coping with change caused by life events</b></p> <p><b>STATUTORY GUIDANCE Health and prevention</b></p> <p>Know about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</p> <p>Know the benefits of regular self-examination and screening.</p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes:</p> <p><u>Dental health</u></p> <p><u>Tooth decay and gum disease</u></p> <p><u>Preventing plaque build up</u></p> <p><u>Flossing and interdental cleaning</u></p> <p><u>Sugar and dental health</u></p> <p><u>The immune system</u></p> <p><u>Vaccinations</u></p> <p><u>Self-examination.</u></p> <p><u>Screening /Smear tests</u></p> <p><u>Types of screening</u></p>		<p><u>Drug risks awareness</u></p> <p><u>illegal drug</u></p> <p><u>Illegal drugs and the law</u></p> <p><u>Travel abroad and drugs</u></p> <p><u>Impact of drug convictions</u></p> <p><u>Wider impact of illegal drugs</u></p> <p><u>Drugs, crime and illegal gangs</u></p> <p><u>violence and exploitation by gangs.</u></p> <p><b>L2/3 79 102</b> criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</p> <p>hate crime</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b> Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b> Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>STATUTORY GUIDANCE Drugs Alcohol and tobacco</b></p> <p><b>L2/3 Nc CIT KS3 2013</b></p> <p>82. The law – RSE 2019</p> <p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals</p> <p><b>STATUTORY GUIDANCE Online and media</b> Know the impact of viewing harmful content.</p> <p><b>STATUTORY GUIDANCE Online &amp; Media</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p>OPPORTUNITIES AND RESPONSIBILITIES</p> <p><u>Opportunities online</u></p> <p><u>Digital citizenship</u></p> <p><u>Digital footprint</u></p> <p><u>Rules about online behaviour</u></p>	<p><b>Sexual consent and the law</b></p> <p><u>UK legal age of consent</u></p> <p><u>Freedom and capacity to consent</u></p> <p><u>When consent is not possible</u></p> <p><u>Checking for consent</u></p> <p><u>People in a position of trust</u></p> <p><b>Identifying and managing sexual pressure</b></p> <p><u>Sources of sexual pressure</u></p> <p><u>Recognising sexual pressure</u></p> <p><u>Managing sexual pressure</u></p> <p><u>Not pressuring others</u></p> <p><b>L1</b> The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, <b>L5</b> domestic abuse, <b>L6</b> forced marriage, <b>L4</b> honour-based violence and FGM, and how these can affect current and future relationships. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).</p> <p>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>82. The law – RSE 2019</b></p> <p><b>STATUTORY GUIDANCE - Sexual Health</b></p> <p>Know that they have a choice to delay sex or to enjoy intimacy without sex</p> <p>Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p> <p>Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others.</p> <p>Know that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.</p> <p>Know how the use of alcohol and drugs can lead to risky sexual behaviour.</p> <p><b>L2 Peer pressure</b> - that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressuring others. Having sex is a choice, and a choice to</p>
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			<p><b>STATUTORY GUIDANCE – Mental Wellbeing</b></p> <p><b>Know how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</b></p> <p><b>Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</b></p> <p>101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.</p> <p>L2 99 Self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.</p> <p><b>STATUTORY GUIDANCE -Health and prevention</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes:</p> <p><u>Sleep</u></p> <p><u>Getting good quality sleep</u></p> <p><u>Devices and sleep</u></p> <p><b>Know the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</b></p> <p>L3 99 Health and prevention - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. <b>STATUTORY GUIDANCE – Mental Wellbeing</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes:</p> <p><u>Talking about emotions</u></p> <p><u>Happiness and personal connection</u></p>		<p>RISKS ONLINE</p> <p><u>Online risks</u></p> <p><u>How data is generated and used</u></p> <p><u>Sharing material online</u></p> <p><u>Removing material online</u></p> <p><u>Risks of unknown people online</u></p> <p>HARMFUL CONTENT</p> <p><u>Impacts of viewing harmful content</u></p> <p><u>Pornography and the law</u></p> <p><u>Indecent images of children</u></p> <p>SUPPORT AND REPORTING</p> <p><u>Strategies to manage online issues</u></p> <p><u>Right to ask for help</u></p> <p><u>When to get support</u></p> <p><u>Where to get support</u></p> <p><u>Reporting content/conduct</u></p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p>Boundaries, privacy, consent</p> <p>Criminal behaviour –</p> <p>sexual assault</p> <p>stalking and harassment</p> <p>coercive and/or controlling behaviour</p> <p>blackmail</p> <p>Sexual Violence</p> <p>Sextual harassment</p> <p><b>Know that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</b></p> <p><b>Know what to do and where to get support to report material or manage issues online.</b></p>	<p>delay -emotional/physical wellbeing.</p> <p><b>STATUTORY GUIDANCE – respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Criminal behaviour –</u></p> <p><u>sexual assault</u></p> <p><u>stalking and harassment</u></p> <p><u>coercive and/or controlling behaviour</u></p> <p><u>blackmail</u></p> <p><u>Sexual Violence</u></p> <p><u>Sextual harassment</u></p> <p><b>Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</b></p> <p><b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p> <p><b>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</b></p> <p><b>STATUTORY GUIDANCE Sexual relationships and sexual health</b></p> <p><b>Sexual relationships and sexual health</b></p> <p><u>Healthy intimate relationships</u></p> <p><u>Diversity of intimate relationships</u></p> <p><u>Good communication</u></p> <p><u>Sex in intimate relationships</u></p> <p><u>Choosing to not to have sex</u></p> <p><u>Intimacy without sex</u></p> <p><u>When relationships end</u></p> <p><b>Sexual consent and the law</b></p> <p><u>UK legal age of consent</u></p> <p><u>Freedom and capacity to consent</u></p> <p><u>When consent is not possible</u></p>
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			<p><u>Common types of mental ill health</u></p> <p><u>Understanding anxiety</u></p> <p><u>Critically evaluate mental wellbeing</u></p> <p><u>Build on positive wellbeing factors</u></p> <p><b>Know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</b></p> <p><b>Know that happiness is linked to being connected to others.</b></p> <p><b>Know how to recognise the early signs of mental wellbeing concerns.</b></p> <p><b>Know common types of mental ill health (e.g. anxiety and depression).</b></p> <p>L4 74. Practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of <b>self-respect and self-worth.</b></p> <p><b>STATUTORY GUIDANCE – Internet safety and harms</b></p> <p>Sub themes</p> <p><b>Unhealthy comparisons</b></p> <p><b>Body image</b></p> <p><b>Social media and reality</b></p> <p><b>Over-relying on online relationships</b></p> <p><u>Gambling</u></p> <p><u>Understanding gambling</u></p> <p><u>Recognising problem gambling</u></p> <p><u>Targeted advertising and information</u></p> <p><u>Online information</u></p> <p><u>Targeted advertising</u></p> <p><b>Influencers</b></p> <p><b>Accessing support</b></p> <p><b>Identifying harmful behaviours</b></p> <p><b>When to get support</b></p> <p><b>Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.</b></p>		<p>L482. The law – RSE 2019</p> <p>the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals CIT</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p><b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p> <p><b>L5. E- safety. 80 81 82. The law</b></p> <p><b>Including pornography</b></p> <p>online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.) * pornography</p> <p>the impact of viewing harmful content.</p> <p>that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.</p> <p>that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p><b>STATUTORY GUIDANCE internet safety and harms</b></p> <p><b>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</b></p> <p>RISKS ONLINE</p> <p><u>Online risks</u></p> <p><u>How data is generated and used</u></p> <p><u>Sharing material online</u></p> <p><u>Removing material online</u></p> <p><u>Risks of unknown people online</u></p> <p>HARMFUL CONTENT</p> <p><u>Impacts of viewing harmful content</u></p> <p><u>Pornography and the law</u></p> <p><u>Indecent images of children</u></p> <p>SUPPORT AND REPORTING</p> <p><u>Strategies to manage online issues</u></p> <p><u>Right to ask for help</u></p>	<p><u>Checking for consent</u></p> <p><u>People in a position of trust</u></p> <p><b>Identifying and managing sexual pressure</b></p> <p><u>Sources of sexual pressure</u></p> <p><u>Recognising sexual pressure</u></p> <p><u>Managing sexual pressure</u></p> <p><u>Not pressuring others</u></p> <p><b>L3. Intimate relationships – friendships.</b> the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p><b>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</b></p> <p>Sub themes included:</p> <p><u>Positive and healthy friendships</u></p> <p><u>Respect</u></p> <p><u>Respecting difference</u></p> <p><u>Conflict and reconciliation</u></p> <p><u>Ending relationships</u></p> <p><u>Stereotypes damage individuals/encourage prejudice</u></p> <p><u>Respect and tolerance</u></p> <p><u>Equality Act 2010</u></p> <p><b>Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</b></p> <p><b>Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</b></p> <p><b>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</b></p>
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Red – British Values, Blue – Diversity, Green – Society, Purple – Cultural Respect / other green = Gatsby Benchmarks

			<p>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours</p> <p><b>STATUTORY GUIDANCE – Mental Wellbeing</b></p> <p>Know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>Know that happiness is linked to being connected to others.</p> <p>Know how to recognise the early signs of mental wellbeing concerns.</p> <p>Know common types of mental ill health (e.g. anxiety and depression).</p> <p>Know how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</p> <p>Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</p> <p><b>L5 80, 81 9.</b> More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online.</p> <p><b>L5 102</b> The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included.</p> <p><b>STATUTORY GUIDANCE – Internet safety and harms</b></p> <p>Sub themes</p> <p><b>Unhealthy comparisons</b></p> <p><b>Body image</b></p> <p><b>Social media and reality</b></p> <p><b>Over-relying on online relationships</b></p> <p>Gambling</p> <p>Understanding gambling</p> <p>Recognising problem gambling</p> <p>Targeted advertising and information</p> <p>Online information</p>		<p><b>When to get support</b></p> <p><b>Where to get support</b></p> <p><b>Reporting content/conduct</b></p> <p>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>STATUTORY GUIDANCE Online and media</b></p> <p>Know the impact of viewing harmful content.</p> <p>Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>Know what to do and where to get support to report material or manage issues online.</p> <p><b>STATUTORY GUIDANCE – respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p>Boundaries, privacy, consent</p> <p>Criminal behaviour –</p> <p>sexual assault</p> <p>stalking and harassment</p> <p>coercive and/or controlling behaviour</p> <p>blackmail</p> <p>Sexual Violence</p> <p>Sexual harassment</p> <p><b>L6 100</b> Pupils should know the contribution that hobbies, interests and participation in their own communities can make to overall wellbeing. They should understand that humans are social beings and that outward-facing activity, especially that with a service focus</p> <p><b>103.</b> Pupils should be taught how to judge when they, or someone they know, needs support and where they can seek help if they have concerns. This should include details on which adults in school (e.g. school nurses), and externally can help.</p>	<p>Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</p> <p>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p><b>STATUTORY GUIDANCE Sexual relationships and sexual health</b></p> <p><b>Sexual relationships and sexual health</b></p> <p>Healthy intimate relationships</p> <p>Diversity of intimate relationships</p> <p>Good communication</p> <p>Sex in intimate relationships</p> <p><b>Choosing to not to have sex</b></p> <p><b>Intimacy without sex</b></p> <p>When relationships end</p> <p>L4/5/6</p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p>Boundaries, privacy, consent</p> <p>Criminal behaviour –</p> <p>sexual assault</p> <p>stalking and harassment</p> <p>coercive and/or controlling behaviour</p> <p>blackmail</p>
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			<p><u>Targeted advertising</u></p> <p><u>Influencers</u></p> <p><u>Accessing support</u></p> <p><u>Identifying harmful behaviours</u></p> <p><u>When to get support</u></p> <p><b>STATUTORY GUIDANCE</b>          Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Know how information and data is generated, collected, shared and used online.</p> <p>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</p> <p>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Know what to do and where to get support to report material or manage issues online</p> <p><b>L6 Physical health and mental wellbeing: Secondary</b></p> <p>Internet safety and harms - the risks related to online gambling including the accumulation of debt.</p> <p><b>STATUTORY GUIDANCE – Internet safety and harms</b></p> <p>Sub themes</p> <p><u>Unhealthy comparisons</u></p> <p><u>Body image</u></p> <p><u>Social media and reality</u></p>		<p><b>STATUTORY GUIDANCE - WELLBEING</b>          Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p><b>NC CIT 2013</b> 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</p>	<p><u>Sexual Violence</u></p> <p><u>Sexual harassment</u></p>
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				<p><u>Over-relying on online relationships</u></p> <p><b>Gambling</b></p> <p><u>Understanding gambling</u></p> <p><u>Recognising problem gambling</u></p> <p><u>Targeted advertising and information</u></p> <p><u>Online information</u></p> <p><u>Targeted advertising</u></p> <p><u>Influencers</u></p> <p><u>Accessing support</u></p> <p><u>Identifying harmful behaviours</u></p> <p><u>When to get support</u></p> <p><b>Know the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online.</b></p> <p><b>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</b></p> <p><b>Know how advertising and information is targeted at them and how to be a discerning consumer of information online.</b></p> <p><b>L7 Respectful relationships, including friendships. 102, 103</b></p> <p>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Families - how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p><b>Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending</b></p>			
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				relationships. This includes different (non-sexual) types of relationship.  STATUTORY GUIDANCE Know practical steps they can take in a range of different contexts to improve or support respectful relationships				
<b>Intended Impact</b>	<p>1. Develop their understanding of which career pathway and the options most well suited to them.</p> <p>2. Develop their understanding of how to prepare for their next future Careers route, and effectively communicate with potential employers.</p> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>Selecting an informed further education option.</li> <li>Evidencing research on a suited educational course.</li> <li>Creating an effective C.V and covering letter to be developed further, after they leave school.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>Researching and collating career findings. Planning for and attending the year 10 summer term's career fair.</li> <li>Making connections with future employees, and evidencing research on post 16 education options and training providers.</li> <li>Creating an effective cv and developing interview techniques.</li> <li>Demonstrating their understanding of the protected characteristics of the equality act 2010.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>Apply their knowledge and understanding of ..... The British values – Mutual respect and tolerance, diverse national, regional, religious and ethnic identities in the United Kingdom.</li> <li>Understand the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity</li> <li>Develop their skills to be able to use a range of research strategies, weigh up evidence.</li> <li>Make persuasive arguments and substantiate their conclusions.</li> <li>Present reasoned arguments and take informed action.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>Evaluating different ways that citizens can act together to solve problems and contribute to society.</li> <li>Articulating and evidencing the importance of further tackling these issues.</li> <li>Present proposals regarding how to take informed community action.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>Develop their understanding of the importance of maintaining good physical and mental health.</li> <li>Explore and evaluate what the term 'wellbeing' means.</li> <li>Develop an understanding around factors which can impact on mental health and wellbeing.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>Promoting a healthy lifestyle within the wider community and support others to do so.</li> <li>Becoming involved with wellbeing events and charity events at school or within the wider community.</li> <li>Creating an image/outcome of what is meant by a 'healthy lifestyle'.</li> </ol> <p><b>Community Issues Information – See the English Literature Booster Column.</b></p>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>Demonstrate an understanding issues relating to our local government.</li> <li>Demonstrate an understanding of what it means to be a 'good citizen'.</li> <li>Demonstrate an understanding of the key topics covered.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>Assessing current issues and government campaign, regarding the topics covered.</li> <li>Articulating and evidencing the importance of further tackling these issues.</li> <li>Refining and improving current government campaign materials (UK youth parliament) regarding the topics covered.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>Understand the law relating to these issues.</li> <li>Develop their awareness and understanding of the dangers of these issues.</li> <li>Evidencing understanding of the Law and justice system and relevant topics surrounding this.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>Articulating and sharing their findings.</li> <li>Forming their own informed opinions regarding such topics and understanding the consequences of breaking the law regarding such topics.</li> <li>Evidencing their understanding of the support in place regarding these issues.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>Understand where to access the necessary support regarding topics covered, (incl FGM and honour-based violence, forced marriage).</li> <li>Understand the laws regarding consent and have the knowledge and skills needed to be able to challenge any negative pressures.</li> <li>Understand about positive relationships and wellbeing.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>Encouraging relationships that foster trust and respect.</li> <li>Sharing, encouraging and setting boundaries to promote safety and wellbeing.</li> <li>Adopting and fostering positive relationships, based on their understanding of the topics covered.</li> <li>Creating a 5-point plan of how to encourage relationships that foster trust, respect, honesty, kindness, generosity and with boundaries.</li> </ol>		



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	Term 1 Careers	Term 2 Values & Culture and Community Issues	Term 3 Relationships & Me and Taking Care of Myself	Term 4 Democratic Britain	Term 5 Revision and Exams Preparation	Term 6 Exams
KS4	Sept-Oct	Nov- Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
	HOLIDAY: 1 WEEK	HOLIDAY: 2 WEEKS	HOLIDAY: 1 WEEK	HOLIDAY: 2 WEEKS	HOLIDAY: 1 WEEK	
<b>Year 11</b>	Introduction – Welcome back to school Personal Pathways and Career Pathways My employability skills and evidencing them CVs and covering letters Applications and interviews Character development – self awareness Careers – diversity, inclusion, equality in the workplace. GroFar	Revision Anti-Bullying and PPE Anti-Bullying and PPE Substance Abuse - 1 Substance Abuse - 2 Being anti-gambling aware Being anti-fraud aware	E-Safety and Cyber bullying Healthy Me Sexual health and harassment Harassment x 2 Contraceptive choices Knife Crime	PPEs – How does the Legal system work in the UK? Human rights and international law What are the UK' s relations with the UN? and The Big Debate What are the UK relations with wider world and the Commonwealth? Money Matters- income, expenditure, credit, debit, savings, pensions, interest and tax. GroFar	Aspiration and resilience Managing exam pressures Exam Prep Exam Prep Exam Prep Exam Prep	Exam Prep Exam Prep Exam Prep Exam revision support Exam revision support Exam revision support Exam revision support
	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate, Medical Mavericks – Online Presentation and Amazing Apprenticeships Workshops.	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate	Experiences & Encounters inc. GroFar, The Big Create & The Big Debate
<b>Assessment</b>	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	Multiple-choice Assessment Questioning through class Student voice	

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<p><b>Links to Curriculum</b></p>	<p><b>Careers/Gatsby Benchmark 1</b></p> <p>C&amp;C Whole school Values</p> <p>British Values: Developing their understanding of fundamental British values</p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p> <p><b>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</b></p> <p><b>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</b></p> <p>Secondary - (relationship education, RSE &amp; health education) 2019</p> <p>Respectful relationships, including friendships</p> <p>the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</p> <p>74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of <b>resilience and character</b> in the individual. These should include character traits such as belief in <b>achieving goals</b> and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.</p> <p><b>SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness</b></p> <p>Our stable careers programme includes:</p> <ul style="list-style-type: none"> <li>• Character Education</li> <li>• Self-Awareness and Development</li> <li>• Career Exploration</li> <li>• Raising Career Aspirations &amp; Career Management</li> <li>• Support with researching and applying for GCSE, Post 16 and Post 18 options (Further Education, Higher Education, Apprenticeships and Employment Opportunities)</li> <li>• Employability Skills (CV, Mock Interview &amp; Work experience)</li> <li>• Useful career related websites</li> </ul> <p><b>Link Spanish year 11 term 1-job, career choices and ambitions</b></p> <p><b>Link art year 11 term 1 – A01, A02,A03</b></p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b></p> <p><b>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</b></p>	<p><b>CIT KS4 -responsible citizens, who manage their money well and make sound financial decisions, while developing knowledge functions and importance of budgeting and managing risk. independence. Financial Laws and credit.</b></p> <p>C&amp;C Whole school Values</p> <p><b>British Values: Developing their understanding of fundamental British values</b></p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p><b>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</b></p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Nc CIT KS4 2013</b></p> <p>L1 Introduction - income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</p> <p>L2 the legal system in the UK, different sources of law and how the law helps society deal with complex problems -relating to personal finance</p> <p>L3 income and expenditure,</p> <p>L4, credit and debt, insurance,</p> <p>L5 savings and pensions,</p> <p>L6 financial products and services,</p> <p>L7 how public money is raised and spent</p> <p><b>Link to Art year 11 term 2-A01, A02, A03</b></p> <p><b>Link to photography year 11 term 1-A01, A02, A03</b></p> <p><b>Link to history year 11 term 1-KT1 Weimar Germany</b></p> <p><b>Link to history year 11 term 2-KT2 Rise of Hitler</b></p> <p><b>Link to history year 11 term 3-KT3 Consolidation of Power</b></p> <p><b>Link to history year 11 term 4-KT3 Life in Nazi Germany</b></p> <p><b>Link to English year 11 terms 1 and 2-paper 2</b></p> <p><b>RSHE</b></p> <p><b>STATUTORY GUIDANCE – Internet safety and harms</b></p> <p>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>STATUTORY GUIDANCE – online relationships and online media</b></p> <p>Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p> <p>Know about online risks, including that any material someone provides to another has the potential to</p>	<p>See Column 5 to</p> <p><b>Citizenship NC and developing well-rounded citizens who are knowledgeable about the law and how the justice works to keep people safe.</b></p> <p><b>RSHE (2019) healthy lifestyle and promoting healthy living.</b></p> <p><b>British Values: Developing their understanding of fundamental British values</b></p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p> <p><b>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</b></p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>97. Physical health and mental wellbeing: Secondary</b></p> <p><b>L1 99 Healthy Eating - how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</b></p> <p><b>101. Pupils should also be taught about problems and challenges. This should include factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions. Schools may also choose to teach about issues such as eating disorders.</b></p> <p><b>L2 99 Self-care, the benefits of physical activity and time spent outdoors. This should be linked to information on the benefits of sufficient sleep, good nutrition and strategies for building resilience.</b></p> <p><b>L3 99 Health and prevention - the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.</b></p> <p><b>L4 74. Practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.</b></p> <p>STATUTORY GUIDANCE WELLBEING</p>	<p><b>Citizenship NC – laws and justice system.</b></p> <p><b>British values to promote tolerance and understanding.</b></p> <p>C&amp;C Whole school Values</p> <p><b>British Values: Developing their understanding of fundamental British values</b></p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p> <p><b>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</b></p> <p>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</p> <p><b>Nc CIT KS4 2013</b></p> <p>L1 other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p> <p>L2 local, regional and international governance and the</p> <p>L3 the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>L4 human rights and international law</p> <p>L5 the legal system in the UK</p> <p>(including civil and criminal law in England)</p> <p>L6 different sources of law and how the law helps society deal with complex problems</p> <p><b>Link to Art year 11 term 3-A01, A02, A03</b></p> <p><b>Link to photography term 3-A01, A02, A03</b></p> <p><b>Link to history year 11 term 1-KT1 Weimar Germany</b></p> <p><b>Link to history year 11 term 2-KT2 Rise of Hitler</b></p> <p><b>Link to history year 11 term 3-KT3 Consolidation of Power</b></p> <p><b>Link to history year 11 term 4-KT3 Life in Nazi Germany</b></p> <p><b>Level 2 Health and Social care term 1 -understanding human growth and development</b></p> <p><b>Link to English year 11 terms 1 and 2-paper 2</b></p>	<p><b>British Values: Developing their understanding of fundamental British values</b></p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p><b>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</b></p> <p><b>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</b></p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>Physical health and mental wellbeing</b></p> <p><b>Health and prevention</b></p> <p><b>L1. Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</b></p> <ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.</li> <li>• the benefits of regular self-examination and screening.</li> <li>• the facts and science relating to immunisation and vaccination.</li> </ul> <p><b>L2.</b></p> <p><b>Drugs, Alcohol and tobacco.</b></p> <p>82 The law</p> <p>Substance abuse - the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. The physical and psychological consequences of addiction.</p> <p><b>Drugs, Alcohol and tobacco.</b></p> <p>L3 the physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks.</p> <p>L3 the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</p> <p><b>Mental wellbeing</b></p>	<p><b>Link to Art year 11-term 4-A01, A02, A03</b></p> <p><b>Link to photography term 3-A01, A02, A03</b></p> <p><b>Link to year 11- football/handball/hockey/netball</b></p> <p><b>Level 2 Health and Social Care term 2 – a2 factors affecting growth and development</b></p> <p><b>Level 2 Health and Social Care term 3-B1 different types of life events</b></p> <p><b>B2 coping with change caused by life events</b></p> <p><b>Link to English year 11 terms 1 and 2-paper 2</b></p> <p><b>L1 80, 81 96. Bullying –Internet safety and harms</b></p> <p><b>Sub theme Including:</b></p> <p><b>Types of bullying</b></p> <p><b>Cyberbullying</b></p> <p><b>Impact of bullying</b></p> <p><b>Bystander intervention</b></p> <p><b>Help for bullying victims</b></p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>Respectful relationships, including friendships the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</b></p> <p><b>STATUTORY GUIDANCE Respectful relationships</b></p> <p><b>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</b></p> <p><b>STATUTORY GUIDANCE Online relationships</b></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></p> <p><b>Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</b></p> <p><b>Online risks</b></p> <p>Sub themes included:</p> <p>OPPORTUNITIES AND RESPONSIBILITIES</p> <p><b>Opportunities online</b></p>
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Red – British Values, Blue – Diversity, Green – Society, Purple – Cultural Respect / other green = Gatsby Benchmarks

<p>74 Secondary Relationships Education can be underpinned by a wider, deliberate cultivation and practice of <b>resilience and character</b> in the individual. These should include character traits such as belief in <b>achieving goals</b> and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.</p> <p><b>SMSC promoting fundamental British values 2014 enable students to develop their self-knowledge, self-esteem and self-confidence, self-awareness</b></p>	<p>be shared online and the difficulty of removing potentially compromising material placed online.</p> <p>Know what to do and where to get support to report material or manage issues online.</p> <p>L3 income and expenditure,</p> <p>L4, credit and debt, insurance,</p> <p>L5 savings and pensions,</p> <p>L6 financial products and services,</p> <p>L7 and how public money is raised and spent</p>	<p>Know how to recognise the early signs of mental wellbeing concerns</p> <p>STATUTORY GUIDANCE internet safety and harms</p> <p>Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p><b>L5 80, 81 9.</b> More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help them use them discriminatingly. For example, social media users are sometimes prepared to say things in more extreme, unkind or exaggerated ways than they might in face to face situations, and some users present highly exaggerated or idealised profiles of themselves online.</p> <p><b>L5 102</b> The impact of time spent online, the positive aspects of online support and negotiating social media, including online forums and gaming, should also be included.</p> <p><b>L6 Physical health and mental wellbeing: Secondary</b></p> <p>Internet safety and harms - the risks related to online gambling including the accumulation of debt.</p> <p><b>L7 Respectful relationships, including friendships. 102, 103</b></p> <p>the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</p> <p>Families - how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.</p> <p><b>Level 2 Health and Social Care term 2 – a2 factors affecting growth and development</b></p> <p><b>Level 2 Health and Social Care term 3- B1 different types of life events</b></p> <p><b>B2 coping with change caused by life events</b></p> <p><b>Link to English year 11 terms 1 and 2- paper 2</b></p>	<p>L4. Mental Health – How to have conversations about mental health, happiness is linked to being connected with others, recognise the sign of mental health, support for mental health and how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>NC CIT 2013</p> <p>The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.</p> <p><b>L5.NC CIT 2013</b></p> <p><b>76 – Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p>The legal system in the UK, different sources of law and how the law helps society deal with complex problems.</p> <p>Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p>L6. E-Safety – <b>(80 81 82</b> The law including sexting/Pornography)</p> <p>The impact of viewing harmful content. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>RSE:</p> <p>RSHE (2019) – how to live a healthy lifestyle, sexual harassment.</p> <p>C&amp;C Whole school Values</p> <p><b>British Values: Developing their understanding of fundamental British values</b></p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p>	<p><b>Digital citizenship</b></p> <p><b>Digital footprint</b></p> <p><b>Rules about online behaviour</b></p> <p><b>RISKS ONLINE</b></p> <p><b>Online risks</b></p> <p><b>How data is generated and used</b></p> <p><b>Sharing material online</b></p> <p><b>Removing material online</b></p> <p><b>Risks of unknown people online</b></p> <p><b>HARMFUL CONTENT</b></p> <p><b>Impacts of viewing harmful content</b></p> <p><b>Pornography and the law</b></p> <p><b>Indecent images of children</b></p> <p><b>SUPPORT AND REPORTING</b></p> <p><b>Strategies to manage online issues</b></p> <p><b>Right to ask for help</b></p> <p><b>When to get support</b></p> <p><b>Where to get support</b></p> <p><b>Reporting content/conduct</b></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</b></p> <p><b>Know how information and data is generated, collected, shared and used online.</b></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></p> <p><b>Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</b></p> <p><b>Know what to do and where to get support to report material or manage issues online.</b></p> <p><b>L2 75 Gender identity/sexuality</b></p> <p><b>82 The law</b></p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p>
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					<p><b>Society: Equipping them to be responsible, respectful, active citizens who contribute positively to society</b></p> <p><b>Cultural respect: Celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</b></p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>Physical health and mental wellbeing</b></p> <p>L1 80, 81 96. Bullying –Internet safety and harms</p> <p>How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</p> <p><b>Respectful relationships, including friendships</b> the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p><b>L2 75 Gender identity/sexuality</b></p> <p><b>82 The law</b></p> <p>how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</p> <p><b>Respectful relationships, including friendships</b></p> <p>L3 78 That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>L4 69 81 Healthy relationships –</p> <p><b>Families</b> - that there are different types of committed, stable relationships' how these relationships might contribute to human happiness and their importance for bringing up children.</p> <p><b>82. The law – marriage</b></p> <p><b>sexual relationships, including sexual health</b></p> <p>L5 71 Contraception choices –</p>	<p><b>Respectful relationships, including friendships</b></p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p><b>Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).</b></p> <p><b>Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.</b></p> <p><b>Know the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.</b></p> <p><b>82 RSE 2019 on sexuality</b></p> <p><b>Know the importance of respecting others, even when they are very different from them (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</b></p> <p><b>STATUTORY GUIDANCE – Respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes included:</b></p> <p><u>Respecting difference</u></p> <p><u>Stereotypes damage individuals/encourage prejudice</u></p> <p><u>Respect and tolerance</u></p> <p><u>Equality Act 2010</u></p> <p>L3 78 That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. What constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p><b>STATUTORY GUIDANCE – respectful relationships</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Boundaries, privacy, consent</u></p> <p><u>Conflict and reconciliation</u></p> <p><u>Criminal behaviour –</u></p> <p><u>sexual assault</u></p>
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					<p>The facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>the facts about the full range of contraceptive choices, efficacy and options available.</p> <p>82 The law – Consent and abortion.</p> <p><b>83 97. Physical health and mental wellbeing: Secondary</b></p> <p>L6 Mental wellbeing</p> <p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression)</li> </ul> <p><b>Link french year 11 term 2-social issues</b></p> <p><b>Link art year 11 term 5- A01, A02, A03, A04</b></p> <p><b>Link to photography term 3-A01, A02, A03</b></p> <p><b>Level 2 Health and Social care term 1 -understanding human growth and development</b></p> <p><b>Link to English year 11 terms 1 and 2-paper 2</b></p> <p><b>Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p><b>Physical health and mental wellbeing</b></p> <p><b>STATUTORY GUIDANCE –Health and prevention</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Sub themes:</b></p> <p><u>Dental health</u></p> <p><u>Tooth decay and gum disease</u></p> <p><u>Preventing plaque build up</u></p> <p><u>Flossing and interdental cleaning</u></p> <p><u>Sugar and dental health</u></p> <p><u>The immune system</u></p> <p><u>Vaccinations</u></p>	<p><u>stalking and harassment</u></p> <p><u>coercive and/or controlling behaviour</u></p> <p><u>blackmail</u></p> <p><u>Sexual Violence</u></p> <p><u>Sexual harassment</u></p> <p><b>Know the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.</b></p> <p><b>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</b></p> <p><b>STATUTORY GUIDANCE - Sexual Health</b></p> <p><b>Sexual relationships and sexual health</b></p> <p><u>Healthy intimate relationships</u></p> <p><u>Diversity of intimate relationships</u></p> <p><u>Good communication</u></p> <p><u>Sex in intimate relationships</u></p> <p><u>Choosing to not to have sex</u></p> <p><u>Intimacy without sex</u></p> <p><u>When relationships end</u></p> <p><b>Sexual consent and the law</b></p> <p><u>UK legal age of consent</u></p> <p><u>Freedom and capacity to consent</u></p> <p><u>When consent is not possible</u></p> <p><u>Checking for consent</u></p> <p><u>People in a position of trust</u></p> <p><b>Identifying and managing sexual pressure</b></p> <p><u>Sources of sexual pressure</u></p> <p><u>Recognising sexual pressure</u></p> <p><u>Managing sexual pressure</u></p> <p><u>Not pressuring others</u></p> <p><b>Know that they have a choice to delay sex or to enjoy intimacy without sex</b></p> <p><b>Know how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect,</b></p>
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					<p><b>constitutes low risk alcohol consumption in adulthood.</b></p> <p><b>L3 Know the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so.</b></p> <p><b>L2/3 Know the physical and psychological consequences of addiction, including alcohol dependency.</b></p> <p><b>Mental wellbeing</b></p> <p><b>L4. Mental Health – How to have conversations about mental health, happiness is linked to being connected with others, recognise the sign of mental health, support for mental health and how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</b></p> <p><b>NC CIT 2013</b></p> <p><b>The different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.</b></p> <p><b>STATUTORY GUIDANCE – Mental Wellbeing</b></p> <p><b>Know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</b></p> <p><b>Know that happiness is linked to being connected to others.</b></p> <p><b>Know how to recognise the early signs of mental wellbeing concerns.</b></p> <p><b>Know common types of mental ill health (e.g. anxiety and depression).</b></p> <p><b>Know how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</b></p> <p><b>Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</b></p> <p><b>L5.NC CIT 2013</b></p>	<p><u>Individual development</u></p> <p><u>Fertility and reproduction</u></p> <p><u>Ways people have a child</u></p> <p><u>How health can affect fertility</u></p> <p><u>Fertility and menopause</u></p> <p><u>Pregnancy</u></p> <p><u>Pregnancy signs</u></p> <p><u>Pregnancy testing and support</u></p> <p><u>Having a baby</u></p> <p><u>Wellbeing during/after pregnancy</u></p> <p><u>Miscarriage and 'stillbirth'</u></p> <p><u>Pregnancy choices and support</u></p> <p><u>Making decisions about pregnancy</u></p> <p><u>Abortion</u></p> <p><u>Support if considering abortion</u></p> <p><b>83 97. Physical health and mental wellbeing: Secondary</b></p> <p>L6 Mental wellbeing</p> <p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• that happiness is linked to being connected to others.</li> <li>• how to recognise the early signs of mental wellbeing concerns.</li> <li>• common types of mental ill health (e.g. anxiety and depression).</li> </ul> <p><b>STATUTORY GUIDANCE – Mental Wellbeing wellbeing and happiness</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p><u>Talking about emotions</u></p> <p><u>Happiness and personal connection</u></p> <p><u>Common types of mental ill health</u></p> <p><u>Understanding anxiety</u></p> <p><u>Critically evaluate mental wellbeing</u></p> <p><u>Build on positive wellbeing factors</u></p>
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					<p><b>76 – Secondary - (relationship education, RSE &amp; health education) 2019</b></p> <p>The legal system in the UK, different sources of law and how the law helps society deal with complex problems.</p> <p>Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p><b>STATUTORY GUIDANCE – respectful relationships</b></p> <p>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>STATUTORY GUIDANCE RESPECTFUL RELATIONSHIPS</b> Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>L6. E-Safety – (80 81 82 The law</b></p> <p><b>STATUTORY GUIDANCE internet safety and harms</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p><b>Know how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours.</b></p> <p><b>STATUTORY GUIDANCE Online and media</b></p> <p>Schools should continue to develop knowledge on topics specified for primary as required and in addition cover the following content by the end of secondary</p> <p>Sub themes included:</p> <p>OPPORTUNITIES AND RESPONSIBILITIES</p> <p><u>Opportunities online</u></p> <p><u>Digital citizenship</u></p> <p><u>Digital footprint</u></p> <p><u>Rules about online behaviour</u></p> <p>RISKS ONLINE</p>	<p><b>Know how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</b></p> <p><b>Know that happiness is linked to being connected to others.</b></p> <p><b>Know how to recognise the early signs of mental wellbeing concerns.</b></p> <p><b>Know common types of mental ill health (e.g. anxiety and depression).</b></p> <p><b>Know how to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.</b></p> <p><b>Know the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness</b></p>
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								<p><u>Online risks</u></p> <p><u>How data is generated and used</u></p> <p><u>Sharing material online</u></p> <p><u>Removing material online</u></p> <p><u>Risks of unknown people online</u></p> <p>HARMFUL CONTENT</p> <p><u>Impacts of viewing harmful content</u></p> <p><u>Pornography and the law</u></p> <p><u>Indecent images of children</u></p> <p>SUPPORT AND REPORTING</p> <p><u>Strategies to manage online issues</u></p> <p><u>Right to ask for help</u></p> <p><u>When to get support</u></p> <p><u>Where to get support</u></p> <p><u>Reporting content/conduct</u></p> <p><b>Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</b></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></p> <p><b>Know how information and data is generated, collected, shared and used online.</b></p> <p><b>Know about online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.</b></p> <p><b>Know not to provide material to others that they would not want shared further and not to share personal material which is sent to them.</b></p> <p><b>Know the impact of viewing harmful content.</b></p> <p><b>Know that specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively</b></p>
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								<p>affect how they behave towards sexual partners.</p> <p>Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.</p> <p>Know what to do and where to get support to report material or manage issues online.</p>	
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<p><b>Intended Impact</b></p>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their knowledge of Careers and their future options.</li> <li>2. Develop their understanding of a personalised Careers Pathway and routes.</li> <li>3. Develop their understanding of how to prepare for their next future Careers route, and effectively communicate with potential employers.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Selecting an informed further education option.</li> <li>2. Applying and enrolling on a suited educational course.</li> <li>3. Creating an effective C.V and covering letter to be developed further, after they leave school.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop an understanding of income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent</li> <li>2. Develop skills, use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate conclusions.</li> <li>3. Understand how to manage money well and make sound financial decisions.</li> </ol> <p><i>Develop their skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.</i></p> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.</li> <li>2. Evaluate different ways that they as citizens can solve money management problems and contribute positively to society.</li> <li>3. Give informed advice on how to manage money well and make sound financial decisions, and know how and where to access financial help and support.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their understanding of the importance of maintaining good physical and mental health.</li> <li>2. Explore and evaluate what the term 'wellbeing' means.</li> <li>3. Develop an understanding around factors which can impact on mental health and wellbeing.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Promoting a healthy lifestyle within the wider community and support others to do so.</li> <li>2. Becoming involved with wellbeing events and charity events at school or within the wider community.</li> <li>3. Creating an image/outcome of what is meant by a 'healthy lifestyle'.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. To know about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.</li> </ol> <p>To understand the legal system in the UK, different sources of law and how the law helps society deal with complex problems.</p> <p>To understand about human rights and international law.</p> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Develop their skills to be able to use a range of research strategies regarding the topics covered</li> <li>2. Reflect on the topics covered in a well-informed way.</li> <li>3. Evaluating the importance of adhering to the law and how the law helps society deal with complex problems.</li> </ol>	<p><b>At the end of this topic students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the law relating to these issues.</li> <li>2. Develop their awareness and understanding of the dangers of these issues.</li> <li>3. Evidencing understanding of the Law surrounding relevant topics surrounding this.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Articulating and sharing their findings.</li> <li>2. Forming their own informed opinions regarding such topics and understanding the consequences of breaking the law regarding such topics.</li> <li>3. Evidencing their understanding of the support in place regarding these issues.</li> </ol> <p>RSE:</p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of what is meant by 'good' health and physical &amp; mental wellbeing.</li> <li>2. Learn about Sexual Health, relationships.</li> <li>3. To demonstrate an understanding of healthy relationships.</li> </ol> <p>Students will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Completing a self-assessment, stating their confidence levels regarding topics covered.</li> <li>2. knowing where and who to go to for support and guidance, when they need it.</li> <li>3. Evidencing knowledge and understanding of the key topics taught.</li> <li>4. Evaluating how we can develop our levels of physical, mental health and wellbeing.</li> </ol>	
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