

**Intent** - Whilst being part of Bilton school, pupils will benefit from Character & Culture lessons and a variety of memorable experiences. The curriculum and the experiences develop our pupils in their life beyond school, as respectful, resilient and kind 21st Century citizens, as well as enjoy their time at school and achieve in their learning. Our curriculum gives pupils the knowledge, skills, and attributes they need to keep pupilselves healthy and safe and to prepare pupils for life and work in modern Britain. Every pupil is guided to have an appreciation of British Values, respect for cultural diversity and society, thus promoting SMSC development across the curriculum, and each pupil is given a valuable careers education in line with the Gatsby Benchmarks.

# Character and Culture Overview 2024-25

**KEY** - Red = British Values, Blue = Diversity & Equality, Green = Community/Ready for Society, Purple = Cultural Respect, Yellow= RSE, Pink = Health & Wellbeing, Light green = Gatsby Benchmarks

	T 1 Building skills for life (Careers)	T 2 Our Values & Culture	T 3 Relationships and me	T 4 Democratic Britain	T 5 Community Issues	T 6 My Health & Wellbeing
<b>KS3</b>	Sept-Oct	Nov-Dec	Jan-Feb	Mar-Apr	Apr-May	Jun-Jul
<b>Year 7</b>	<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>What are values?</p> <p>Anti-Bullying</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>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>What does a democratic government look like?</p> <p>How are we governed in the UK?</p> <p>How do we vote in this country? What are elections?</p> <p>What is the role of political parties?</p> <p>Be an active citizen – can you run your own campaign for a week?</p> <p>Be an MP for a week</p>	<p>How does substance abuse affect communities?</p> <p>The facts and dangers of legal and illegal drugs</p> <p>What are the problems for our planet and environment?</p> <p>Is homelessness a community problem?</p> <p>How can Charities and volunteer groups help our community?</p> <p>Is Knife Crime a community issue?</p>	<p>What does a healthier lifestyle look like? (emotions and Feelings)</p> <p>Why is personal hygiene important?</p> <p>How can you make choices towards a healthier diet?</p> <p>How can an active lifestyle improve your life?</p> <p>How can you make decisions to keep yourself safe? (roads and fire)</p>
<b>Memorable experiences</b>	UniFrog Careers Week Assembly Careers Fayre STEM workshop The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	UniFrog The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	UniFrog The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	UniFrog The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	UniFrog The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	UniFrog The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors
<b>Assessment</b>	Confidence Checkers Multiple-choice Assessment Questioning through class Student voice	Confidence Checkers Multiple-choice Assessment Questioning through class Student voice	Confidence Checkers Multiple-choice Assessment Questioning through class Student voice	Confidence Checkers Multiple-choice Assessment Questioning through class Student voice	Confidence Checkers Multiple-choice Assessment Questioning through class Student voice	Confidence Checkers Multiple-choice Assessment Questioning through class Student voice

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<p><b>Intended Impact</b></p> <p><b>End Points</b></p>	<p><b>At the end of this topic pupils 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>Pupils 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 pupils will be able to:</b></p> <p>Pupils 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>Pupils 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:</li> </ol> <p>Research and interrogate evidence, Debate and evaluate viewpoints, Present reasoned arguments</p> <ol style="list-style-type: none"> <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 pupils will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Develop their understanding of the importance of families, healthy and respectful relationships</li> <li>2. Develop an understanding of the importance of being safe online, for example on social media</li> <li>3. Develop an understanding of how to recognise, communicate and respect boundaries in a relationship, so each person remains safe</li> </ol> <p>Pupils will be able to do this by:</p> <ol style="list-style-type: none"> <li>1. Explore, discuss and evaluate healthy relationships, how to recognise pupils and how to combat unhealthy relationships.</li> <li>2. Critically consider how social media affects one's mental health</li> <li>3. Learn and understand how a person's body changes and develops through puberty</li> </ol>	<p><b>At the end of this topic</b></p> <p>Pupils 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>Pupils 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 pupils 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>Pupils 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 pupils 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 T 'wellbeing' means.</li> <li>3. Develop an understanding around factors which can impact on mental health and wellbeing.</li> </ol> <p>Pupils 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>
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<p><b>Links – Cross Curricular</b></p>	<p>History - Industrial Revolution and changing employment</p> <p>Geography - How changing patterns of settlement affect jobs. Deindustrialisation and impacts of this on work and job opportunities</p> <p>Art - Discuss their work, developing skills needed for work</p> <p>Maths - Statistical Analysis</p> <p>History: Careers display in the history corridor accessible to all year groups</p> <p>French: Developing skills needed for work (memory, problem solving, communication, resilience) and core values like resilience, respect and tolerance</p> <p>Performing arts - featured job roles linked to scheme</p>	<p>Geography Creation Stories</p> <p>History - Black Tudors</p> <p>History - Importance of religion in British History</p> <p>Geography - Malawi, Kenya and India case studies. Different cultures and ways of life. Comparison to UK. Development topic - impact of colonialism and development gap.</p> <p>Art - Studying a wide range of artists from different cultures</p> <p>English - Origins 1 and 2 T 2 and 3 - cultural capital, Writing Rhetoric T4, The Bone Sparrow T5, Romeo and Juliet T6(respect and tolerance, individual liberty) maybe Twisted Tales T1</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p> <p>French: (culture) Term 1: Learning different countries and nationalities / discovering how halloween is celebrated across the world with a focus on South America 'Dias de los Muertos' Term 2: Christmas celebrations in French Speaking countries and around the world Term 3: Learning about school systems in different countries Term 6: learning about food in French Speaking countries + French specialities</p>	<p>T3 Science -reproduction</p> <p>T1 Drama- Introduction to Drama</p> <p>Drama T6-Matilda</p> <p>Football/handball/hockey/netball</p> <p>Core PE - importance of exercise for Physical, Mental and Social health</p> <p>IT/Business - Online Safety T1</p> <p>English - The Bone Sparrow T5 and R and J T6- relationships and me</p> <p>Performing arts – relationships</p> <p>Geography - Sustainability and housing.</p>	<p>History and Geography – understanding the UK.</p> <p>History T6 -Britain’s Empire</p> <p>Art T3-painting</p> <p>Link to T 4 Drama-Private Peaceful</p> <p>English T 1-History of English</p> <p>English T3 - intro to Dickensian characters</p>	<p>T 5 Science -ecosystems</p> <p>T 4 French-my local area</p> <p>T 5 -sculpture</p> <p>Design and technology project</p>	<p>PE curriculum - Football/handball/hockey/netball all</p> <p>Core PE - importance of exercise for Physical, Mental and Social health</p> <p>Science – nutrition and diet.</p> <p>T1 - Business-using computers safely, effectively and responsibility</p> <p>T5 – French - My routine</p> <p>Science Week</p>
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Links to Curriculum	C&C Whole School Values – Respect, Resilience, Kindness	C&C Whole school Values – Respect, Resilience, Kindness	C&C Whole School Values – Respect, Resilience, Kindness	C&C Whole school Values – Respect, Resilience, Kindness	C&C Whole school Values – Respect, Resilience, Kindness	C&C Whole school Values – Respect, Resilience, Kindness
<p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>Careers/Gatsby Benchmark 1</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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>RSHE 2019 &amp; 2021</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 A wide and deliberate cultivation and practice of resilience and character in the individual.</p> <p>RESPECTFUL RELATIONSHIPS - 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>SMSC - promoting fundamental British values 2014 enable pupils to develop their self-knowledge, self-esteem and self-confidence, self-awareness.</p> <p>Our stable careers programme includes:</p> <p>Character Education, Self-Awareness and Development, Career Exploration, Raising Career Aspirations &amp; Career Management, Employability Skills, Useful career related websites, if required</p>	<p>C&amp;C Whole school Values – Respect, Resilience, Kindness</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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 – National Anti-Bullying Week - links to cultural and mutual respect &amp; tolerance. British values</p> <p>December 10th – Human Rights Day - Diversity and cultural respect – British value (links with SACRE 24-29)</p> <p>Citizenship NC KS3 (2013/14) - creating open-minded and tolerant individuals- who want to make a positive contribution to society</p> <p>Equality act 2010 – Why is this so important – links to British values, law, liberty, respect.</p> <p>RSHE 2019 &amp; 2021</p> <p>RESPECTFUL RELATIONSHIPS 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 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>INTERNET SAFETY AND HARMS 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>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.</p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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>Citizenship NC to make well informed choices so you can thrive in the community.</p> <p>RSHE 2019 &amp; 2021</p> <p>69. Respectful relationships, including friendships.</p> <p>The characteristics of positive respectful relationships, including friendships.</p> <p>Prejudice and stereotypes – Respect.</p> <p>Different types of Bullying, (including cyberbullying)</p> <p>80 Online Media - 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 pupils.</p> <p>What to do and where to get support to report material or manage issues online.</p> <p>Intimate and sexual relationships, including sexual health:</p> <p>78 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>88/89. 97/98 Changing adolescent body</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>C&amp;C Whole school Values – Respect, Resilience, Kindness</p> <p>British Values: Developing their understanding of fundamental British values – Democratic Britain, Precious Liberty, Rule of Law</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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>Citizenship NC to make well informed choices so you can thrive in the community.</p> <p>The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch</p> <p>The operation of Parliament, including voting and elections, the role of political parties; the role of local government; the roles of citizens</p>	<p>C&amp;C Whole school Values – Respect, Resilience, Kindness</p> <p>British Values: Developing their understanding of fundamental British values – Democratic Britain, Precious Liberty, Rule of Law</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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>Citizenship NC KS3 (2013/14)</p> <p>The nature of rules and laws and the justice system.</p> <p>RSHE 2019 &amp; 2021</p> <p>Drugs, Alcohol and Tobacco:</p> <p>76, 82 Law – Substance misuse</p> <p>101 The facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions</p> <p>101 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>101 The law relating to the supply and possession of illegal substances.</p> <p>101- factual information about the prevalence and characteristics of more serious mental and physical health conditions, drugs, alcohol and information about effective interventions</p> <p>RESPECTFUL RELATIONSHIPS Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>NC CITIZENSHIP 2013/14</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</p>	<p>C&amp;C Whole school Values – Respect, Resilience, Kindness</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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 CITIZENSHIP 2013/14</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</p>	<p>C&amp;C Whole school Values – Respect, Resilience, Kindness</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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 CITIZENSHIP 2013/14</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 2019 &amp; 2021</p> <p>97. Physical health and mental wellbeing:</p> <p>83 84 -100</p> <p>How to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <p>That happiness is linked to being connected to others.</p> <p>5 steps to mental wellbeing. 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>97 Personal hygiene, 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>

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							<p>opportunities to participate in school-based activities.</p> <p>82 The law</p> <p>79 102 criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</p> <p>79 102 hate crime violence and exploitation by gangs.</p> <p>the functions and uses of money, the importance and practice of budgeting, and managing risk.</p>	<p>84 99 How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p>84 99 Physical Health and fitness</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>86 97 Mental health - 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>17 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>Mental Wellbeing</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>
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KS3	Sept-Oct 1 WEEK		Nov-Dec 2 WEEKS		Jan-Feb 1 WEEK		Mar-Apr 2 WEEKS		Apr-May 1 WEEK		Jun-Jul
Year 8	<p>Introduction - Welcome back to school</p> <p>What are our Bilton Core values?</p> <p>Why do we need to be resilient in the workplace?</p> <p>What makes a good team player?</p> <p>What makes a good leader?</p> <p>How do you set goals?</p> <p>Why is Equality in the workplace important?</p> <p>Equality Act 2010 – protected characteristics</p>	HOLIDAY – 1 WEEK	<p>What are core values?</p> <p>What is culture and why is it important?</p> <p>What is equality, diversity and inclusion and why is it important?</p> <p>Mutual Respect and Tolerance – how can we emulate these values?</p> <p>What is democracy – Why is it important?</p> <p>What are Global Goals and why should we care about them?</p>	HOLIDAY – 2 WEEKS	<p>How do bodies change - puberty and menstruation</p> <p>How can body image and self esteem be linked?</p> <p>How can I make sure I have respectful relationships (inc. LGBT)</p> <p>Do I understand what consent is?</p> <p>What is a long-term commitment in a relationship?</p> <p>What are STIs?</p>	HOLIDAY – 1 WEEK	<p>How does the Rule of Law work in the UK?</p> <p>What is the role of the Police in the UK?</p> <p>How does the Justice System work in the UK? (courts and tribunals)</p> <p>Why are rules importance and why having a voice is important</p> <p>How can we be financially responsible?</p>	HOLIDAY – 2 WEEKS	<p>How can drugs be damaging?</p> <p>Drugs – risks and the law (county lines), how do gangs groom children into county lines?</p> <p>How can alcohol and Legal substances be damaging?</p> <p>Vaping, e-cigarettes and cigarettes – how can they be damaging?</p> <p>Knife crime/hate crime – why action is needed</p> <p>How can charities be beneficial?</p>	HOLIDAY – 1 WEEK	<p>How to stay safe online – dangers of sexting/images</p> <p>How can social media and self-esteem be linked?</p> <p>E- safety – why is it important? (dangers of online grooming)</p> <p>E-safety – How are cyber bullying/bullying on line so damaging?</p> <p>How can emotional well-being and healthy sleep be linked?</p> <p>Can having goals for the future help self-confidence to grow?</p>
Memorable Experiences	<p>UniFrog</p> <p>Careers Week Assembly</p> <p>Careers Fayre</p> <p>Creative Industry encounter</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>
Assessment	<p>Confidence Checkers</p> <p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>		<p>Confidence Checkers</p> <p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>		<p>Confidence Checkers</p> <p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>		<p>Confidence Checkers</p> <p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>		<p>Confidence Checkers</p> <p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>		<p>Confidence Checkers</p> <p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>

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<p><b>Intended Impact</b></p> <p><b>End Points</b></p>	<p>At the end of this topic, pupils will be able to:</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>Pupils 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>At the end of this topic pupils will be able to:</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 (commitment to, participation) in volunteering, as well as other forms of responsible activity.</li> </ol> <p>Pupils 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>At the end of this topic</p> <p>Pupils 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>Pupils 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>	<p>At the end of this topic pupils will be able to:</p> <ol style="list-style-type: none"> <li>1. Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government.</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>Pupils 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>At the end of this topic pupils will be able to:</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>Pupils 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>At the end of this topic pupils will be able to:</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>Pupils 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>
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<p><b>Links to Cross-Curricular</b></p>	<p>Art - Studying Jane Davies - Contemporary full time artist</p> <p>BOA Stage and Screen Production Academy – careers assembly</p> <p>Maths - Percentages used for VAT, compound interest</p> <p>English: Crime writing T3 - looking at journalists and the role of police/ jury/ judge. Film Writing T4 - looking at actors and directors.</p> <p>French: Developing skills needed for work (memory, problem solving, communication, resilience) and core values like resilience, respect and tolerance</p> <p>Geography - Urbanisation and how changing job market affects population distribution</p> <p>Science - Careers display on W side corridor</p> <p>Science Space Project - Reference to astronauts and space</p> <p>Performing arts - featured job roles linked to scheme</p>	<p>Music - Cultural Diversity</p> <p>English - Crime Writing T2</p> <p>History - Empire - cultures pre colonisation Democracy and Dictatorship Impact of War (Alan Turing)</p> <p>English -Terms 1-6 (Cultural capital) e.g. Film T4, War Poetry</p> <p>English - Merchant of Venice T6</p> <p>Art - Studying a wide range of artists from different cultures e.g Chris Ofili. Homework project - Global Arts.</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p> <p>French (cultutre): Term 1: Learning about traditional outfit people wear in French speaking countries Term 2: Learning about famous sport events in France 'Tour de France' ... Term 3: Understanding why people have a different daily routine in a different countries Term 4 : Discovering different holiday destinations + survival language for tourist Term 6: Learning about famous festivals in France</p>	<p>Science - Exercise</p> <p>English - Ruby in the Smoke T1, Merchant of Venice T6 - relationships and me Crime writing T2 - Community Issues War Poetry - T3 - Community Issues</p> <p>Core PE - importance of exercise for Physical, Mental and Social health</p> <p><b>football/handball/hockey/netball</b></p> <p>Science - Food and Digestion Balanced Diet and deficiency diseases. Movement Healthy bones, Exercise Project.</p> <p>Performing arts - bullying</p>	<p>Link to History Year 8 T 1-Empire and Germany</p> <p>Link to History Year 8 impact of WW1 T 2-impact of WW1</p> <p>Link to History Year 8 T 3-ww2</p> <p>Link to History Year 8 T 5-cold war and modern me</p> <p>Link to art Year 8 T 3-cubism</p> <p>Link to art Year 8 T 5 and 6- perspective</p> <p>Link to Year 8 music T 2-four chord songs</p> <p>Link to English Year 8 T 1- Refugee boy</p> <p>Link to English Year 8 T 3-poetry from other cultures</p> <p>History - Empire - cultures pre colonisation Democracy and Dictatorship Impact of War (Alan Turing)</p>	<p>Link to Science Year 8 T 1 -Earth and atmosphere</p> <p>Link to Science Year 8-T 4 global warming</p>	<p>Link to French Year 8 T 3-my daily routine</p> <p>Link to English Year 8 T 2-transactional writing</p> <p>Link to English Year 8-greek mythology</p> <p>Science Week</p>
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<p><b>Links to Curriculum</b></p>	<p><b>Careers/Gatsby Benchmarks 1</b></p> <p><b>C&amp;C Whole school Values – Respect, Resilience, Kindness – Respect, Resilience, Kindness</b></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 pupils 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>Citizenship NC 2013/14</b></p> <p>RSHE 2019 &amp; 2021</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 pupils 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>C&amp;C Whole school Values – Respect, Resilience, Kindness</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 pupils 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>2<sup>nd</sup> week November – National Anti-Bullying Week - Respect and tolerance of those of different faiths and beliefs and for those without faith – links to SACRE, British Values</p> <p>December 10th – Human Rights Day</p> <p>Citizenship NC KS3 2013/4 creating open-minded and tolerant individuals, who want to make a positive contribution to society</p> <p>NC Citizenship KS3 2013/14</p> <p>Understand the nature of rules and laws (Equality act 2010, British values – SMSC 2014).</p> <p>Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding KS4 Cit</p> <p>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? SMSC 2014</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 CIT KS3 – links to sustainably, how can we apply these values in our school community? - waste management: reduce, reuse, recycle</p> <p><b>RESPECTFUL RELATIONSHIPS</b></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 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>C&amp;C Whole school Values – Respect, Resilience, Kindness</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 pupils 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>RSHE 2019 &amp; 2021</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>88,89 Changing adolescent body</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>70 - It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity.</p> <p>80. Internet safety and harms</p> <p>Including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image)</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>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>36,37 75 LGBT/Gender Identity</p>	<p>C&amp;C Whole school Values – Respect, Resilience, Kindness</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 pupils 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>Citizenship NC – developing understanding of political knowledge and understanding of the law.</p> <p>NC Citizenship KS3 2013/14</p> <p>the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch/the operation of Parliament, including voting and elections, and the role of political parties</p> <p>the nature of rules and law (including civil and criminal law of England)</p> <p>the justice system.</p> <p>the role of the police and the operation of courts and tribunals</p>	<p>C&amp;C Whole school Values – Respect, Resilience, Kindness</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 pupils 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>RSHE 2019 &amp; 2021</p> <p>97. Physical health and mental wellbeing:</p> <p>Drugs, Alcohol and tobacco</p> <p>82 The law -Substance abuse</p> <p>101 the facts about legal and illegal drugs and their associated risks, including the link to serious mental health conditions.</p> <p>101 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>101 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>101 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>76 The law</p> <p>Violence and exploitation by gangs, hate crime</p> <p>83, 86 It should enable pupils 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>C&amp;C Whole school Values – Respect, Resilience, Kindness</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 pupils 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>RSHE 2019 &amp; 2021</p> <p>Throughout 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>82, 102 The law - Sexting</p> <p>9. 80 102</p> <p>More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help pupils use pupils discriminatingly.</p> <p>102 Internet safety and harms</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 pupils and how to be a discerning consumer of information online.</p> <p>How people may curate a specific image of their life online, over-reliance on online relationships including social media.</p> <p>Know the similarities and differences between the online world and the physical world.</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>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>
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				<p>including violent behaviour and coercive control.</p> <p>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>78. Being Safe – consent</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>72 73 Families -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-T 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>Intimate and sexual relationships, including sexual health – STI</p> <p>70 71 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>Identifying and managing sexual pressure</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>74. As in primary, 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. 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, active citizenship and voluntary service to others locally or more widely.</p> <p>85. 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 pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.</p> <p>100. 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>WELLBEING</p> <p>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.</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</p>
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				<p>Know that they have a choice to delay sex or to enjoy intimacy without sex</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>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>Know the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p> <p>Know the facts around pregnancy including miscarriage.</p> <p>Contraception and sexual health advice</p> <p>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).</p> <p>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.</p> <p>Know about the prevalence of some STIs, the impact they can have on those who contract pupils and key facts about treatment.</p> <p>Know to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>Diversity of intimate relationships</p>				<p>service-based activities on mental wellbeing and happiness</p> <p>NC CITIZENSHIP 2013/14</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>
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	T 1 Shaping my future - Careers	T 2 Values & Culture	T 3 Relationships and Me	T 4 Democratic Britain	T 5 Community Issues	T 6 My Health & Wellbeing
KS3	Sept-Oct 1 WEEK	Nov- Dec 2 WEEKS	Jan-Feb 1 WEEK	Mar-Apr 2 WEEKS	Apr-May 1 WEEK	Jun-Jul 1 WEEK
Year 9	<p>Career choices – what do I need to become a....</p> <p>Becoming Employable – Skills - How do skills help you become successful?</p> <p>How does being self-aware help you to become successful?</p> <p>What careers will there be to choose from?</p> <p>Different organisations and how they work</p> <p>What is a career pathway and how do I craft my own personal pathway?</p> <p>What are the rights and responsibilities of the workplace and why are they important?</p>	<p>What makes a good citizen and a good society?</p> <p>Why are human rights so important?</p> <p>Anti-Bullying – Respect and Kindness</p> <p>How can I be financially literate?</p> <p>Why Save?</p> <p>How to be financially literate II</p>	<p>Relationships values and attitudes</p> <p>Gender identity and different types of sexual relationships.</p> <p>LGBT and transphobia/homophobia</p> <p>Do I understand consent? The laws</p> <p>Contraception and prevention of STIs</p> <p>Unplanned Pregnancy</p> <p>Miscarriage</p>	<p>What are the different systems of government around the world? (Democratic vs Dictatorship, beyond the United Kingdom)</p> <p>How does parliament work?</p> <p>What does an MP do?</p> <p>Who has power and what do they do?</p> <p>British Values – Precious liberties and why your voice is important</p>	<p>What does the law say about different relationships?</p> <p>What is online hate?</p> <p>Staying safe online – why is it important?</p> <p>How do people get involved with extremist groups and the dangers of this?</p>	<p>What influences my choices about diet and exercise?</p> <p>Can I administer basic first aid?</p> <p>How do I stay safe online?</p> <p>Do I understand the risks involved with drugs?</p> <p>Do I understand the importance of emotional wellbeing?</p>
Memorable Experiences	<p>UniFrog</p> <p>Careers Week Assembly – T 3</p> <p>Careers Fayre – T 3</p> <p>Avison Young Encounter</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>	<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>	<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>	<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>	<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>	<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>
Assessment	<p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>	<p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>	<p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>	<p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>	<p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>	<p>Multiple-choice Assessment</p> <p>Questioning through class</p> <p>Student voice</p>

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<p><b>Intended Impact</b></p> <p><b>End Points</b></p>	<p>At the end of this topic pupils will be able to:</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>Pupils 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>At the end of this topic pupils will be able to:</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>Pupils 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>At the end of this topic pupils will be able to:</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>Pupils 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>	<p>At the end of this topic pupils will be able to:</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>Pupils 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>At the end of this topic pupils will be able to:</p> <p>At the end of this topic pupils 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>Pupils 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>At the end of this topic pupils 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>Pupils 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>
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# Character and Culture Overview 2024-25

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<p><b>Links to Cross-Curricular</b></p>	<p>Geography - employment in economic sectors, tourism and its effects on local economy and people. Topic on globalisation and impact of interconnected world on companies/industry and economies.</p> <p>French: Developing skills needed for work (memory, problem solving, communication, resilience) and core values like resilience, respect and tolerance. T 1: Creating TV adverts in French T 3: Jobs and ambitions T 6: Group work, creating a travel agency.</p> <p>Business Studies English: AIC T6 - looking at Capitalism and Socialism and the General Strikes</p> <p>Maths - Engineering/architecture - plans and elevations</p> <p>Science - Careers display on W side corridor</p> <p>Science Unicellular Organisms - Look at work of Edward Jenner</p> <p>Performing arts - featured job roles linked to scheme</p>	<p>Music - Music of Africa</p> <p>History - intolerance Holocaust Migration and impact in Britain Crime and Punishment (Rule of Law) History - Diversity and intolerance in 19th century Whitechapel</p> <p>Geography - World Regions; Africa and Asia - examining cultures and ways of life from around the world. Impact of using Earth's resources and conflict between traditional cultures and trying to maintain cultures</p> <p>English - Gothic Writing - T1 Cultural Capital, The Crucible T2, Perspectives T3, The H8 U Give T4, Families Poetry T5, AIC T6.</p> <p>Art and Photography - Studying a wide range of artists and photographers from different cultures</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p> <p>French (culture): Term 1: Learning about French music, films and famous French adverts Term 6: Creating a holiday package for a family of 4, reseaeching French speaking countries</p> <p>Science: Genetics and Variation</p>	<p>Link to Year 9 - football/handball/hockey/netball</p> <p>English - The Crucible T2 - Community issues, Families poetry T5 - relationships and me, Perspectives T3 - Community issues</p> <p>Core PE - importance of exercise for Physical, Mental and Social health</p> <p>Science - Unicellular organisms linked to disease.</p> <p>Performing arts - war stories</p> <p>Geography - Climate change and energy use.</p> <p>Science: Genetics and Variation</p>	<p>Link History Year 9 T 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 T 1 -Hamilton the Musical</p> <p>Link to Drama Year 9 T 4-Verbatim Theatre</p> <p>Link to English Year 9 T 5- Literary Non fiction</p>	<p>Link to French Year 9 T 2- technology</p> <p>Link to French Year 9 T 3 -issues for teenagers</p> <p>French Term 2: Identifying potential dangers of social networking + talking about pros and cons of new technology Term 4: Discussing healthy diet</p>	<p>Link Science T 2 Year 9 -organisms</p> <p>Link Spanish Year 9 T 4-our voice</p> <p>Science Week</p>
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<p><b>Links to Curriculum</b></p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>Careers/Gatsby Benchmark 1</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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>RSHE 2019 and 2021</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>SMSC promoting fundamental British values 2014 enable pupils to develop their self-knowledge, self-esteem and self-confidence - self- awareness</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>RESPECTFUL RELATIONSHIPS</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>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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 Citizenship 2013/14</p> <p>the roles played by public institutions and voluntary groups in society,</p> <p>the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p> <p>the functions and uses of money, the importance and practice of budgeting, managing risk</p> <p>RSHE 2019/21</p> <p><b>RESPECTFUL RELATIONSHIPS</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>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p><b>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>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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>RSHE 2019 and 21</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>Respectful relationships, including friendships</p> <p>69 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>31, 75. 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>36.37. 75 LGBT – Equality Act 2010. Protected characteristics.</p> <p>82 The Law on a variety of relationships</p> <p>Intimate and sexual relationships, including sexual health – STI</p> <p>70 Consent – The definition -that they have a choice to delay sex or to enjoy intimacy without sex.</p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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 Citizenship 2013/14</p> <p>Develop pupils’ understanding of democracy, government (and beyond ks4 link)</p> <p>the precious liberties enjoyed by the citizens of the United Kingdom.</p> <p>the rights and responsibilities of citizens., debate and evaluate viewpoints, present reasoned arguments and take informed action.</p> <p>Human rights and international law. ks4 link</p> <p>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>Take informed action.</p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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 Citizenship 2013/14</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>RSHE 2019 &amp; 2021</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>69. It should enable pupils 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>80, 81 Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online.</p> <p>78. 79. Pupils should be well informed about the full range of perspectives and, within the law.</p> <p>101 Drugs, Alcohol and tobacco.</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>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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 CITIZENSHIP 2013/14</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 2019 &amp; 2021</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>Physical health and mental wellbeing</p> <p>Changing adolescent body</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 Ts associated with mental and physical health difficulties should not be used pejoratively.</p> <p>99 Healthy eating</p> <p>maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.</p> <p>100 Basic first aid</p> <p>97. Physical health</p> <p>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>personal hygiene, germs including bacteria, viruses, how they are spread, treatment and</p>
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				<p>71 the facts about the full range of contraceptive choices, efficacy and options available.</p> <p>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>Know to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</p> <p>78 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>82 Law on abortion</p> <p>73 that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. <i>physical, emotional, mental, sexual and reproductive health and wellbeing.</i></p> <p>about the prevalence of some STIs, the impact they can have on those who contract pupils and key facts about treatment. How the use of alcohol and drugs can lead to risky sexual behaviour. Support and Advice.</p> <p>31 75. 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>36.37. 75 LGBT – Equality act 2010. Protected characteristics.</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>82 The law on a variety - extremism/radicalisation</p> <p>82 - 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>RESPECTFUL RELATIONSHIPS 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>80, 81 Internet safety should also be addressed. Pupils should be taught the rules and principles for keeping safe online.</p> <p>INTERNET SAFETY and HARMS</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>online and media 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</p>	<p>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>Internet safety and harms</p> <p>80 81 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>Drugs 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>Mental wellbeing</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>Online relationships</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>



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	T 1 Careers – Where can school take me?	T 2 Values & Culture	T 3 Relationships & Sex Education & Community Issues	T 4 Democratic Britain	T 5 English Literature Booster	T 6 My Health & Wellbeing
KS4	Sept-Oct 1 WEEK	Nov- Dec 2 WEEKS	Jan-Feb 1 WEEK	Mar-Apr 2 WEEKS	Apr-May 1 WEEK	Jun-Jul 1 WEEK
Year 10	<p>What makes us happy at work?</p> <p>What career options are available to me?</p> <p>What are transferable skills and how do I develop pupils?</p> <p>How do I create an effective career pathway?</p> <p>How do I create an effective CV?</p> <p>How Do I prepare for an interview?</p> <p>What are rights and equality in the workplace?</p>	<p>Why is self-awareness important?</p> <p>What is mutual respect and tolerance and why are they important?</p> <p>Anti-Bullying – what is a bystander and why should I avoid it?</p> <p>Why is volunteering important? Community and Volunteering</p> <p>Why is it important to be a responsible citizen?</p> <p>How do I stay in control of my money?</p> <p>How can I stay financially stable?</p>	<p>What are the positive and negative behaviours when beginning intimate relationships?</p> <p>What are some of the factors that can affect our capacity for consent?</p> <p>How does pornography portray consent in a stereotypical way?</p> <p>How can I prevent the transmission of STIs?</p> <p>What are the different choices available for contraception?</p> <p>What are some of the issues that need to be considered with an unplanned pregnancy?</p>	<p>What is politics?</p> <p>Where does power reside? The difference between the executive, the legislature, the judiciary and the monarchy</p> <p>The history of our democracy</p> <p>What are the key features of our parliament?</p> <p>What is local government?</p> <p>What are the electoral systems and different systems of government?</p>	<p>How can I stay safe online?</p> <p>Am I able to identify scams and sources of support?</p> <p>Am I informed about online safety? (CCE and CSE)</p> <p>Am I informed about the dangers of county lines and CSE and knife crime?</p> <p>Am I informed about healthy sleeping habits?</p> <p>What is mental health and how can I take care of my own mental health?</p> <p>Am I aware of gambling habits and the risks?</p>	
Memorable Experiences	UniFrog Apprenticeship Encounter Careers Week Assembly- T 3 Careers Fayre – T 3 Logícor Encounter The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	UniFrog The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	UniFrog The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	UniFrog The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	UniFrog The Big Create The Big Debate Internal celebration/recognition days Competitions Charity events Speakers/Visitors	
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	

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<p><b>Intended Impact End Points</b></p>	<p>At the end of this topic pupils will be able to:</p> <ol style="list-style-type: none"> <li>Develop their understanding of which career pathway and the options most well suited to pupils.</li> <li>Develop their understanding of how to prepare for their next future Careers route, and effectively communicate with potential employers.</li> </ol> <p>Pupils 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>Pupils 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 T'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>At the end of this topic pupils will be able to:</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>Pupils 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>At the end of this topic pupils will be able to:</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>Pupils 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> <p><b>Community Issues Information – See the English Literature Booster Column.</b></p>	<p>At the end of this topic pupils will be able to:</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>Pupils 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>At the end of this topic pupils will be able to:</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>Pupils 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>At the end of this topic pupils will be able to:</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 T 'wellbeing' means.</li> <li>Develop an understanding around factors which can impact on mental health and wellbeing.</li> </ol> <p>Pupils 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>
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# Character and Culture Overview 2024-25

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<p><b>Links to Cross-Curricular</b></p>	<p>Art and Photography - Discuss their work, developing skills needed for work.</p> <p>English: Comedians and politicians in T6 and how to do an effective speech</p> <p>Maths - Maths in marketing through social media including budgets</p> <p>Core PE - Sport Ed model - introducing additional roles in sport</p> <p>Science - Careers display on W side corridor</p> <p>Science Periodic Table - Scientists work to develop ideas, Structure and Properties of Matter - Discussion about development of new materials/ technologies, Variation and Evolution - Darwin/ Lamark, Selective breeding and work of farmers and gardeners. Using Resources - how water is treated and work of scientists, Rates of Reaction - link to how scientist choose the best reaction and careers it links to.</p> <p>Performing arts - featured job roles linked to scheme</p> <p>French: Developing skills needed for work (memory, problem solving, communication, resilience) and core values like resilience, respect and tolerance</p> <p>Geography - Economic sectors and informal/formal working in Mumbai.</p>	<p>French - customs and festivals</p> <p>History - Religious Change in Tudor England</p> <p>History - Fall of democracy with Rise of Hitler - respect and tolerance in Germany 1918-33</p> <p>English - Macbeth T1, ACC T2, Poetry T3, AIC T4, Spoken Language T6 (All cultural capital)</p> <p>Geography - Conflict between energy companies and respecting traditional cultures and ways of life in the Rainforest and Tiaga Biomes</p> <p>Art and Photography - Studying a wide range of artists and photographers from different cultures</p> <p>Business Studies: Ethical recruitment, equality act. Business growth and development</p> <p>Science: Infection and Response - Drug trials/ ethics.</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>	<p>Art and Photography - Identity and concealment are examples of themes, students may develop work on families, relationships, social media impact, mental health etc</p> <p>English: Macbeth - Mental health (relationships and me)</p> <p>ACC - Relationships and me</p> <p>Poetry - Relationships and me, Mental health Spoken Language - Community Issues</p> <p>Health and Fitness T5 - Recreational drugs, alcohol</p> <p>Science - Organisation - Cancer/ CHD, Homeostasis and Response - Diabetes, Contraception</p> <p>Performing arts - Social issues/ mental health</p>	<p>Link History Year 10 T 1-whitechapel</p> <p>Link History Year 10 T 2- EEEKTI</p> <p>Link to art Year 10 T 2 -A01, A02, A03</p>	<p>Link Science Year 10 T 6- Ecology</p> <p>Link to art Year 10 T 4- A01, A02, A03, A04</p> <p>Link to art Year 10 T 5-A01, A02, A03, A04</p> <p>Link to photography T 5-A01, A02, A03, A04</p> <p>Link to Year 10 V-cert- T 1-unit 5 and 6 - Health and Fitness - T5 Alcohol and Drugs</p>	<p>Link Science Year 10 T 2-Infection and Response</p> <p>Link French Year 10 T 4-social issues-eating habits</p> <p>Link French Year 10 T 5-marriage and partnership</p> <p>Link to art Year 10 T 4-A01, A02, A03</p> <p>Link to photography Year 10 T 4-A01, A02, A03</p> <p>Link to Year 10-football/handball/hockey/netball</p> <p>Link to Year 10 V-cert- T 1-unit 1</p> <p>Level 2 Health and Social care T 1 - understanding human growth and development</p> <p>Level 2 Health and Social Care T 2 – a2 factors affecting growth and development</p> <p>Level 2 Health and Social Care T 3-B1 different types of life events</p> <p>B2 coping with change caused by life events</p> <p>Link to Year 10 T 1 -Macbeth</p>
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<p><b>Links to Curriculum</b></p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>Careers/Gatsby Benchmark 1</p> <p><b>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</b></p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p> <p><b>Society: Equipping pupils 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>RSHE 2019 and 2021</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>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>Careers/Gatsby Benchmark 1</p> <p><b>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</b></p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p> <p><b>Society: Equipping pupils 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>Citizenship 2013/14</p> <p>An interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take into adulthood</p> <p>Values that we have in common and promoting respect for the different protected characteristics as defined in law</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><b>SMSC promoting fundamental British values 2014 enable pupils to develop their self-knowledge, self-esteem and self-confidence, self-awareness</b></p> <p>unite against bullying – mutual respect links to RSE 2019 relationships.</p> <p><b>regional, religious and ethnic identities in the United Kingdom the need for mutual respect and understanding tolerance.</b></p> <p>to include the opportunity to participate actively in community volunteering,</p> <p>the different ways in which a citizen can contribute to the improvement of their community,</p> <p>solve problems and contribute to society</p> <p>responsible activity</p> <p>RSHE 2019/21</p>	<p>RSHE 2019/21</p> <p>Intimate and sexual relationships, including sexual health</p> <p>82 – consent and the law</p> <p>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>Being safe</p> <p>The law 82, 79 - FGM – Violence against women and girls.</p> <p>The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, 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 (in all contexts, including online).</p> <p>Peer pressure - 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>Intimate relationships – 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>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p> <p>82. The law – RSE 2019</p> <p>Sexual Health</p> <p>Know that they have a choice to delay sex or to enjoy intimacy without sex</p> <p>Know that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively,</p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>Careers/Gatsby Benchmark 1</p> <p><b>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</b></p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p> <p><b>Society: Equipping pupils 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>Citizenship NC – role of local government and how to engage as political citizens.</b></p> <p><b>NC Citizenship KS4 2013/14</b></p> <p><b>parliamentary democracy and the key elements of the constitution of the United Kingdom</b></p> <p><b>the power of government,</b></p> <p><b>the role of citizens and Parliament in holding those in power to account,</b></p> <p><b>the different roles of the executive, legislature and judiciary and a free press</b></p> <p><b>the different electoral systems used in and beyond the United Kingdom</b></p> <p><b>actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond</b></p> <p><b>See column 5 – as it is relevant too.</b></p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>Careers/Gatsby Benchmark 1</p> <p><b>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</b></p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p> <p><b>Society: Equipping pupils 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>RSHE 2019/21</p> <p>WELLBEING</p> <p>Know how to recognise the early signs of mental wellbeing concerns</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>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>Know the impact of viewing harmful content.</p> <p>82. The law</p> <p>violence and exploitation by gangs and Drugs Alcohol and tobacco</p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</p> <p>Careers/Gatsby Benchmark 1</p> <p><b>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</b></p> <p><b>Diversity: Developing their understanding and appreciation of diversity</b></p> <p><b>Society: Equipping pupils 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>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>RSHE 2019 &amp; 2021</p> <p><b>Healthy lifestyle and promoting healthy living:</b></p> <p><b>Mental Health 97 103</b></p> <p><b>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.</b></p> <p><b>100 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>Physical health and fitness</b></p> <p><b>84 the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress.</b></p> <p><b>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,</b></p> <p><b>99 Healthy Eating - how to maintain healthy eating and the links between a</b></p>
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		<p><b>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>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>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.</p> <p>Internet safety and harms 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>Respect and tolerance</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><b>regional, religious and ethnic identities in the United Kingdom the need for mutual respect and understanding tolerance.</b></p> <p>Know the importance of respecting others, even when they are very different from pupils (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p>	<p>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>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>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>Know the importance of respecting others, even when they are very different from pupils (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p> <p>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</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>79 102 criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)</p> <p><b>hate crime</b></p> <p><b>RESPECTFUL RELATIONSHIPS</b></p> <p>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p><b>NC Citizenship 2013/2014</b></p> <p><b>82. The law</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>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>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>E- Safety - 80 81 82. The law</p> <p>Including pornography</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>100 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>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>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>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.</p> <p>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.</p> <p><b>WELLBEING</b></p> <p>Know how to recognise the early signs of mental wellbeing concerns</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>Internet safety and harms</p> <p>Know the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for</p>
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	T 1 Careers		T 2 Values & Culture and Community Issues		T 3 Relationships & Sex Education and My Health & Wellbeing		T 4 Democratic Britain		T 5 Revision and Exams Preparation		T 6 Exams
KS4	Sept-Oct 1 WEEK		Nov- Dec 2 WEEKS		Jan-Feb 1 WEEK		Mar-Apr 2 WEEKS		Apr-May 1 WEEK		Jun-Jul
Year 11	<p>What options are available to me after Y11?</p> <p>How do I make myself more employable?</p> <p>How do I develop my interview skills?</p> <p>Diversity, inclusion and equality in the workplace</p>		<p>Revision</p> <p>Anti-Bullying – Being an Upstander - and PPE</p> <p>Anti-Bullying and PPE (Week 2,3,4)</p> <p>What do you know about Substance Abuse - 1</p> <p>Substance Abuse - 2</p> <p>What are the risks of gambling?</p> <p>Being anti-fraud aware</p>		<p>Why is E-Safety so important and why is Cyber bullying so damaging?</p> <p>How can I be healthy in my mind and body? Where can I seek support?</p> <p>Why is a sexual health important?</p> <p>What is sexual harassment?</p> <p>The damaging effects of domestic violence</p> <p>What choices are there with contraception?</p> <p>The dangers of knife crime</p> <p>PPE – Week 6</p>		<p>How does the Legal system work in the UK?</p> <p>Why are Human rights and international law important?</p> <p>What are the UK's relations with the UN?</p> <p>What are the UK relations with wider world and the Commonwealth?</p> <p>Why Money Matters- income, expenditure, credit, debit, savings, pensions, interest and tax</p>		<p>Aspiration and resilience</p> <p>Managing exam pressures</p> <p>Exam Prep</p> <p>Exam Prep</p> <p>Exam Prep</p> <p>Exam Prep</p> <p>Exam Prep</p>		<p>Exam Prep</p> <p>Exam Prep</p> <p>Exam Prep</p> <p>Exam revision support</p> <p>Exam revision support</p> <p>Exam revision support</p> <p>Exam revision support</p>
Memorable Experiences	<p>UniFrog</p> <p>Careers Week Assembly – T 3</p> <p>Careers Fayre – T 3</p> <p>Apprenticeships Encounter</p> <p>Microsoft and Rotary Assembly and mock interviews</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>		<p>UniFrog</p> <p>The Big Create</p> <p>The Big Debate</p> <p>Internal celebration/recognition days</p> <p>Competitions</p> <p>Charity events</p> <p>Speakers/Visitors</p>

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<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	
<b>Intended Impact End Points</b>	<p>At the end of this topic pupils will be able to:</p> <ol style="list-style-type: none"> <li>Develop their knowledge of Careers and their future options.</li> <li>Develop their understanding of a personalised Careers Pathway and routes.</li> <li>Develop their understanding of how to prepare for their next future Careers route, and effectively communicate with potential employers.</li> </ol> <p>Pupils will be able to do this by:</p> <ol style="list-style-type: none"> <li>Selecting an informed further education option.</li> <li>Applying and enrolling 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>At the end of this topic pupils will be able to:</p> <ol style="list-style-type: none"> <li>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>Develop skills, use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate conclusions.</li> <li>Understand how to manage money well and make sound financial decisions.</li> </ol> <p>Develop their skills to think critically and debate political questions, to enable pupils to manage their money on a day-to-day basis, and plan for future financial needs.</p> <p>Pupils will be able to do this by:</p> <p>Evaluate different ways that they as citizens can solve money management problems and contribute positively to society.</p> <p>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.</p>	<p>At the end of this topic pupils will be able to:</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 T 'wellbeing' means.</li> <li>Develop an understanding around factors which can impact on mental health and wellbeing.</li> </ol> <p>Pupils 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>RSE:</p> <ol style="list-style-type: none"> <li>Demonstrate an understanding of what is meant by 'good' health and physical &amp; mental wellbeing.</li> <li>Learn about Sexual Health, relationships.</li> <li>To demonstrate an understanding of healthy relationships.</li> </ol> <p>Pupils will be able to do this by:</p> <ol style="list-style-type: none"> <li>Completing a self-assessment, stating their confidence levels regarding topics covered.</li> <li>knowing where and who to go to for support and guidance, when they need it.</li> <li>Evidencing knowledge and understanding of the key topics taught.</li> <li>Evaluating how we can develop our levels of physical, mental health and wellbeing.</li> </ol>	<p>At the end of this topic pupils will be able to:</p> <ol style="list-style-type: none"> <li>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>Pupils will be able to do this by:</p> <ol style="list-style-type: none"> <li>Reflect on the topics covered in a well-informed way.</li> <li>Evaluating the importance of adhering to the law and how the law helps society deal with complex problems.</li> <li>Evaluate different ways that they as citizens can solve money management problems and contribute positively to society</li> </ol>	<p>At the end of this topic pupils will be able to:</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 surrounding relevant topics surrounding this.</li> </ol> <p>Pupils 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>	

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<p><b>Link to Cross-Curricular</b></p>	<p>Geography - Birmingham case study deindustrialisation and regeneration and the changing labour market in modern cities.</p> <p>Art and Photography - Discuss their work, developing skills needed for work. Final piece and exhibition of work - linked to careers. Starting to think about their options and future careers. Workshops with ex students. CMF to organise speakers.</p> <p>English: Journalism in T1 - looking at journalists and their writing</p> <p>Science - Careers display on W side corridor</p> <p>Science Infection and Response - Drug trials carried out by Scientists, Chemical Analysis - Use of techniques to analyse substance by scientists.</p> <p>Performing arts - featured job roles linked to scheme</p> <p>French: Developing skills needed for work (memory, problem solving, communication, resilience) and core values like resilience, respect and tolerance</p>	<p>History: Cold War (Capitalism vs Communism) - liberty</p> <p>English - Paper 2 (Viewpoints on the World and up-to-date topics). Short stories and class reader novel</p> <p>Geography - Conflict between energy companies and respecting traditional cultures and ways of life in the Rainforest and Tiaga Biomes. Diversity in Birmingham and immigration over history and how it has led to the development of the city of Birmingham.</p> <p>Art and Photography - Studying a wide range of artists and photographers from different cultures</p> <p>Business Studies: Ethical recruitment, equality act. Business growth and development</p> <p>Science: Infection and Response - Drug trials/ ethics.</p> <p>Performing Arts - (cultural capital) Studying a range of plays from different playwrights of different backgrounds/ cultures</p>	<p>Art and Photography - Examples of themes are messages and layers. Students may develop work on families, relationships, social media impact, mental health etc. English: Paper 2 - Community Issues Paper 1 - Relationships and me</p> <p>Health and Fitness T1 - Recreational drugs, alcohol</p> <p>Infection and Response - Vaccinations, different types of infections. Atomic Structure (P1) - Radiation. Waves - EM Spectrum Ionising nature.</p> <p>Performing arts - Social issues/ mental health</p>	<p>Link to Art Year 11 T 3-A01, A02, A03</p> <p>Link to photography T 3-A01, A02, A03</p> <p>Link to History Year 11 T 1-KT1 Weimar Germany</p> <p>Link to History Year 11 T 2-KT2 Rise of Hitler</p> <p>Link to History Year 11 T 3-KT3 Consolidation of Power</p> <p>Link to History Year 11 T 4-KT3 Life in Nazi Germany</p> <p>Level 2 Health and Social care T 1 -understanding human growth and development</p> <p>Link to English Year 11 Ts 1 and 2-paper 2</p> <p>History: Cold War (Capitalism vs Communism) - liberty</p>	<p>Link french Year 11 T 2-social issues</p> <p>Link art Year 11 T 5- A01, A02, A03, A04</p> <p>Link to photography T 3-A01, A02, A03</p> <p>Level 2 Health and Social care T 1 -understanding human growth and development</p> <p>Link to English Year 11 Ts 1 and 2-paper 2</p>	
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<p><b>Links to Curriculum</b></p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kiindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</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>Careers/Gatsby Benchmark 1</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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>RSHE 2019/21</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>SMSC promoting fundamental British values 2014 enable pupils to develop their self-knowledge, self-esteem and self-confidence, self-awareness</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>C&amp;C Whole School Values – Respect, Resilience, Kiindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</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>Careers/Gatsby Benchmark 1</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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 Citizenship 2013/14</p> <p>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>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.</p> <p>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>income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, how public money is raised and spent</p> <p>RSHE 2019/21</p> <p>Internet safety and harms</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>Online relationships and online media</p> <p>Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.</p>	<p>See Column 5 too</p> <p>C&amp;C Whole School Values – Respect, Resilience, Kiindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</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>Careers/Gatsby Benchmark 1</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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>RSHE 2019/21</p> <p>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>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.</p> <p>Respectful relationships, including friendships. 102, 103</p> <p>Families - how to: deTine 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>Online relationships and online risks</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>Know how information and data is generated, collected, shared and used 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 pupils.</p>	<p>C&amp;C Whole School Values – Respect, Resilience, Kiindness</p> <p>Preparing pupils to be effective learners and to be effective members of the school and wider community.</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>Careers/Gatsby Benchmark 1</p> <p>British Values: Developing their understanding of fundamental British values – Mutual Respect &amp; Tolerance and Precious Liberty</p> <p>Diversity: Developing their understanding and appreciation of diversity</p> <p>Society: Equipping pupils 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 Citizenship 2013/14</p> <p>Laws and justice system.</p> <p>other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom</p> <p>local, regional and international governance and the</p> <p>the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>human rights and international law</p> <p>the legal system in the UK (including civil and criminal law in England)</p> <p>different sources of law and how the law helps society deal with complex problems</p>	<p><b>Physical health and mental wellbeing</b></p> <p><b>Health and prevention</b></p> <p>Personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.</p> <p>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>the benefits of regular self-examination and screening.</p> <p>the facts and Science relating to immunisation and vaccination.</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>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>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>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</p>	
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				<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>80, 81 9. More broadly, the internet and social media have other important characteristics which young people should be aware of in order to help pupils use pupils discriminately. 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 pupilselves online.</p> <p>102 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>75 Gender identity/sexuality</p> <p>82 The law</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>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>82 Know the importance of respecting others, even when they are very different from pupils (for example physically, in character, personality or background), or make different choices or have different preferences or beliefs.</p> <p>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>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 that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>			<p>exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness.</p> <p>NC CITIZENSHIP 2013/14</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>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>E-Safety – 80 81 82 The law</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>RSHE 2019 &amp; 2021 – how to life a healthy lifestyle, sexual harassment.</p> <p><b>Physical health and mental wellbeing</b></p> <p><b>80, 81 96. Bullying –Internet safety and harms</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</b> the different types of bullying (including cyberbullying), the</p>
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				<p>Sexual relationships and sexual health</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 pressurising 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>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.</p> <p>Know about the prevalence of some STIs, the impact they can have on those who contract pupils and key facts about treatment.</p> <p>Know to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p> <p>69 81 Healthy relationships –</p> <p>Families - that there are different types of committed, stable relationships’ ow these relationships might contribute to human happiness and their importance for bringing up children.</p> <p>82. The law – marriage</p> <p>Know practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>71 Contraception choices –</p> <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>Know the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause.</p>			<p>impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p> <p><b>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><b>78</b> 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>69 81</b> 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><b>71</b> Contraception choices –</p> <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><b>82 The law – Consent and abortion.</b></p>
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				<p>Know the facts around pregnancy including miscarriage.</p> <p>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).</p> <p>Know to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.</p> <p>Human fertility and reproduction</p> <p>83 97. Physical health and mental wellbeing:</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>97. Physical health and mental wellbeing:</p> <p>Know how to recognise the early signs of mental wellbeing concerns</p> <p>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>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>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.</p> <p>Internet safety and harms - the risks related to online gambling including the accumulation of debt.</p> <p>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,</p>			<p><b>83 97. Physical health and mental wellbeing</b></p> <p>how to talk about their emotions accurately and sensitively, using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• that how the law helps society deal 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>	
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				integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.						
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