

## Southam College Character and Culture Curriculum AY25/26

Curriculum Intent	The purpose of the Character and Culture curriculum is to develop students who are respectful, adaptable and informed in line with the whole school values. The curriculum builds over the three years introducing students to concepts and ideas in Year 7 and then extending this understanding by examining and evaluating the opinions of others and teaching students how to engage with them critically so that they can make informed decisions. Finally in Year 9 students are taught how to act independently and robustly in society, how to behave in a morally responsible manner and challenge negative actions wherever and whenever they encounter them. These strands are developed in age appropriate situations for students in Year 10 and 11.									
	Term:	Autumn 1.1 Relationships		Autumn 1.2 Health & wellbeing (RSE)		Spring 2.1 Health & wellbeing		Spring 2.2 Living in the Wider World		Summer 3.1 Health & wellbeing
Link to Southam College Value	Kindness	Key Vocabulary	Resilience	Key Vocabulary	Confidence	Key Vocabulary	Kindness	Key Vocabulary	Confidence	Resilience
Year 7	<p>What are respectful relationships online?</p> <p>Dealing with online dangers and discrimination, stereotypes, Equality Act and what makes a good friend.</p>	<p>Equality - Ensuring every individual has an equal opportunity.</p> <p>Prejudice - Judging someone without knowing them, on the basis of what they look like or what group they belong to.</p>	<p>How can I manage emotional and physical changes?</p> <p>Dealing with changes, personal hygiene, sleep, introduction to consent</p>	<p>consent- approval, permission, agreement</p>	<p>What is the importance of diet and exercise?</p> <p>Understanding the British Values, how our diet choices and physical activity impact on our health.</p>	<p>Macronutrients - essential nutrient required in large amounts for energy and bodily functions.</p>	<p>How can we play a part in our community and society?</p> <p>Dealing with issues surrounding living in wider community, government and local councils</p>	<p>democracy - equality, freedom, justice</p>	<p>Different types of drugs</p> <p>Understanding the effects of drugs and what influences people to take drugs</p>	<p>What makes successful relationships?</p> <p>Introduction to discrimination and how to behave respectfully in person and online</p>
Year 8	<p>How should I respect myself and others online?</p> <p>Dealing with impact of technology on relationships e.g. self-esteem, sexting, gaming, cyberbullying</p>	<p>prejudice and stereotypes - preconceived, over-simplified, distorted</p> <p>discriminate - victimise, isolating, cruel</p> <p>equality - just, tolerant, compassionate</p> <p>empathy - concerned, considerate, sensitive</p> <p>harrassment - persecuted, stalked, provoked</p>	<p>How can I respect other sexual identities?</p> <p>Values, orientation, consent, introduction to contraception</p>	<p>assumptions - expectation, presumption</p>	<p>What skills do I need to develop for different careers pathways?</p> <p>Dealing with changes in career pathways, learning to negotiate and persuade</p>	<p>adaptability - flexibility, versatility, resilience</p>	<p>How can we respect others?</p> <p>Recognising all the different ways society is diverse in terms of faith, culture and gender</p>	<p>diversity - distinct, difference, variety</p>	<p>Debates about drugs</p> <p>Evaluating some of the different attitudes to drugs</p>	<p>Respectful relationships</p> <p>Dealing with problems and relationships, sexting consent</p>
Year 9	<p>How can I challenge negative stereotypes?</p> <p>Dealing with discrimination, abuse, laws for online behaviour</p>	<p>prejudice and stereotypes - preconceived, over-simplified, distorted</p> <p>discriminate - victimise, isolating, cruel</p> <p>equality - just, tolerant, compassionate</p> <p>empathy - concerned, considerate, sensitive</p> <p>ally - advocate, champion, defend</p>	<p>How can I maintain a healthy and safe relationship?</p> <p>Dealing with sexual health attitudes and behaviours, STIs, consent, contraception and unplanned pregnancy</p>	<p>intimacy - closeness, affection, confidentiality</p>	<p>How can I manage my finances efficiently?</p> <p>Dealing with saving, borrowing and making financial choices</p>	<p>management - investing, budgeting, accounting</p>	<p>How can we challenge discrimination?</p> <p>Dealing with all forms of discrimination, prejudice and bullying</p>	<p>extremism - fanaticism, bigotry, dogmatism</p>	<p>Drugs and the law</p> <p>Understanding the difference between possession, supplying and production and the consequences</p>	<p>Avoiding unhealthy relationships</p> <p>Dealing with the nature of gangs</p>
Year 10	<p>Staying Safe</p> <p>Dealing with grooming, exploitation, County Lines</p>		<p>Understanding different families and partnerships</p> <p>Understanding different families and relationships</p>		<p>Writing CVs</p> <p>Purpose of a CV, different sections, personal statement, tailoring a CV.</p>		<p>Addressing extremism and radicalisation</p> <p>Belonging to a community and challenging extremism</p>		<p>Exploring influence</p> <p>The influence and impact of drugs, gangs, role models and the media</p>	
Year 11	<p>Healthy &amp; successful relationships</p> <p>Dealing with relationship challenges and abuse, personal values and assertive communication.</p>		<p>Understanding long-term relationships (RSE)</p> <p>Understanding different families, parental responsibilities, marriage and forced marriage</p>		<p>Future financial responsibility</p> <p>Dealing with lifelong financial responsibilities, renting, mortgages, pensions</p>		<p>Money survival skills</p> <p>Dealing with insurance, PAYE and National Insurance.</p>			

