

## SMSC and BV Umbrella

### **Term 3: Living in the Wider World Unit for all year groups**

### **Medium term plan in summary and the impact it will have on all students**

1. About rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy
2. How to make informed choices and be enterprising and ambitious
3. How to develop employability, team working and leadership skills and develop flexibility and resilience
4. About the economic and business environment
5. How personal financial choices can affect oneself and others and about rights and responsibilities as consumers.

### **Impact**

- They learn how to respect members of their community by learning about their rights and responsibilities
- They learn how to build good relationships, develop their leadership skills to make choices on the future
- They recognise their role in society and how to be tolerant of others
- They are informed on making better choices for themselves and how to be ambitious
- They are informed on different occupations and some of the skills needed to access them
- They can recognise different amounts of money, how much things cost, develop better ways to save and start to understand what their priorities are

## Medium term plan – Term 3: Living in the Wider World Unit

	Learning Outcomes	Resources needed/ Method of delivery	Links to other areas
7	<ul style="list-style-type: none"> <li>To think about the lives of people living in other places, and people with different values and customs</li> <li>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</li> <li>Sun safety</li> <li>Road safety</li> <li>E – safety – what I should be putting online, how do I portray myself and how do I report someone</li> <li>Personal aspirations, making the right choices in and out of school, right choices with friends and positive surroundings .</li> <li>How to set realistic and challenging personal targets and goals to achieve personal best and to think about future aspirations</li> <li>To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</li> <li>Cost of Living and Budgeting – Wants Vs Needs and value for money</li> <li>Olly's Olympics – focus on self image and empathy for others</li> </ul>	<p>Registration activities</p> <p>Discussions</p> <p>PPT's</p> <p>(scenario's student plays role of the parent and how they might respond)</p> <p>Short video clips</p> <p>Worksheets</p> <p>Information for diaries</p> <p>Display information</p> <p>Current affairs</p>	<p>British values – British Laws, making a positive contribution to society</p> <p>Social – the laws and what you can and can't do in society</p> <p>Moral – right and wrong choices</p> <p>Spiritual – self-awareness and their mental and physical development</p> <p>Cultural – tolerance and awareness of others with different health issues</p> <p>Pintsize Production – Olly's Olympics</p> <p>MY PB – Character building</p> <p>Into University – life skills and raising aspiration</p>



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8	<ul style="list-style-type: none"> <li>• Assertiveness and 'saying no' to peer pressure, social norms and the risks around social media</li> <li>• How to set targets, SMARTER ones, what things would you like to improve on?</li> <li>• To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability</li> <li>• To recognise that all people have different religions and that can cause tension in their communities, what can we do to be tolerant of others?</li> <li>• How should we respond to discrimination, when it is at yourself or someone else, are you a bystander?</li> <li>• To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</li> <li>• Start to develop their knowledge on end of key stage 3 courses and options that are available</li> <li>• What jobs are out there? What job would you like to aspire to?</li> <li>• Olly's Olympics – focus on self image and empathy for others</li> </ul>	<p>Registration activities</p> <p>PPT's</p> <p>Assemblies</p> <p>Discussions</p> <p>Worksheets</p> <p>Short video clips</p> <p>Information for diaries</p> <p>Display information</p> <p>Current affairs</p>	<p>Pintsize Production – Olly's Olympics</p> <p>Into University – life skills and raising aspirations</p> <p>British values – British Laws, making a positive contribution to society</p> <p>Developing an assertive personality and resilience</p> <p>Social – the laws and what you can and can't do in society</p> <p>Moral – right and wrong choices</p> <p>Spiritual – self-awareness and their mental and physical development</p> <p>Cultural – tolerance and awareness of others with different health issues</p> <p>MY PB – Character building</p> <p>Developing an assertive personality and resilience</p>



	Learning Outcomes	Resources needed/ Method of delivery	Links to other areas
9	<ul style="list-style-type: none"> <li>• About gambling (including on-line) and its consequences, why people might choose to gamble and how the gambling industry encourages this</li> <li>• Personal aspirations, making the right choices in and out of school, right choices with friends and positive surroundings – starting to think about option choices</li> <li>• Contributing to school life, community life, what can we do to help? Why do so many of us stay at home and isolate ourselves with social media?</li> <li>• Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work</li> <li>• BUZZ careers test – use the website to explore different jobs, many more occupations than the typical Teacher, Dr, Lawyer that they hear about <a href="http://icould.com/buzz/?gclid=CP2k--PL1ssCFfgW0wodxTYPCg">http://icould.com/buzz/?gclid=CP2k--PL1ssCFfgW0wodxTYPCg</a></li> <li>• Earning and Saving – discuss part time jobs, how and when to save, constraints that parents / carers could be under financially</li> <li>• Begin to identify the risks associated with female genital mutilation (FGM) the criminal act and sources of support</li> <li>• Discrimination on individuals and communities - the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice and bullying</li> </ul>	<p>Registration activities</p> <p>Online safety with relationships</p> <p>PPT's</p> <p>Assemblies</p> <p>Discussions</p> <p>Worksheets</p> <p>Short video clips</p> <p>Information for diaries</p> <p>Display information</p> <p>Current affairs</p> <p>External agencies</p>	<p>British values – British Laws, making a positive contribution to society. The prison system in the UK.</p> <p>Social – the laws and what you can and can't do in society</p> <p>Moral – right and wrong choices</p> <p>Spiritual – self-awareness and their mental and physical development</p> <p>Cultural – tolerance and awareness of others with different health issues</p> <p>Into University – life skills workshops and raising aspirations</p> <p>Nottingham Trent University – life skills workshops</p> <p>Developing an assertive personality and resilience</p> <p>MY PB – Character building</p>



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10	<ul style="list-style-type: none"> <li>• About the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace</li> <li>• To think critically about extremism and intolerance in whatever forms they take (including the concept of 'shame' and 'honour based' violence)</li> <li>• How their strengths, interests, skills and qualities are changing and how these relate to future employability</li> <li>• To develop their career identity, including how to maximise their chances when applying for education or employment opportunities</li> <li>• To explore various career pathways, speak to an advisor or look at websites to access some of this information</li> <li>• Careers morning to explore career pathways, how to interview and to reduce some stereotypes surrounding certain careers</li> <li>• Information on drugs, effects, types and real life stories and scenarios</li> <li>• STI's and contraception (specialist member of staff JSA)</li> <li>• Develop the talk around the risks associated with female genital mutilation (FGM) the criminal act and sources of support</li> </ul>	<p>Registration activities</p> <p>Online safety with relationships</p> <p>Teenage baby resource</p> <p>PPT's</p> <p>Assemblies</p> <p>Discussions</p> <p>Worksheets</p> <p>Short video clips</p> <p>Information for diaries</p> <p>Display information</p> <p>Current affairs</p> <p>External agencies</p>	<p>British values – British Laws, making a positive contribution to society, tolerance of other peoples decisions</p> <p>Social – the laws and what you can and can't do in society</p> <p>Moral – right and wrong choices</p> <p>Spiritual – self-awareness and their mental and physical development</p> <p>Cultural – tolerance and awareness of others with different health issues</p> <p>Peace by piece Day – contraception, healthy eating, drug awareness day</p> <p>Into University – life skills workshops and raising aspirations</p> <p>Nottingham Trent University – Mentoring programme</p> <p>Developing an assertive personality and resilience</p> <p>Year 10 Careers morning</p>



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11	<ul style="list-style-type: none"> <li>• Understanding the terms habit, addiction, dependence and the consequences of long term use on career</li> <li>• Managing mental health – stress, anxiety and depression issues – work life balance to help with this</li> <li>• Raising aspirations to be in a good frame of mind to achieve and achieve well – understanding the impact of your actions on your future</li> <li>• Sex education – the risks, the law, the STI's</li> <li>• Female genital mutilation (FGM) the criminal act and sources of support</li> <li>• Financial capability – How to save? What is tax? What is a good salary? How much do things actually cost?</li> <li>• About harassment and how to manage this (including the workplace)</li> <li>• Revision techniques and coping mechanisms</li> <li>• How to write application forms and curriculum vitae's ready for 6<sup>th</sup> form, college and the workplace</li> <li>• To take full advantage of any opportunities for work experience that are available</li> </ul>	<p>Registration activities</p> <p>Registration activities</p> <p>Online safety with relationships</p> <p>PPT's</p> <p>Assemblies</p> <p>Discussions</p> <p>Worksheets</p> <p>Short video clips</p> <p>Information for diaries</p> <p>Display information</p> <p>Current affairs</p> <p>External agencies</p>	<p>British values – British Laws, making a positive contribution to society, tolerance of other opinions</p> <p>Social – the laws and what you can and can't do in society</p> <p>Moral – right and wrong choices</p> <p>Spiritual – self-awareness and their mental and physical development</p> <p>Cultural – tolerance and awareness of others with different health issues</p> <p>Into University – life skills workshops and raising aspirations</p> <p>Nottingham Trent University – life skills workshops</p> <p>Developing an assertive personality and resilience</p> <p>Careers and employability</p>



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12 / 13	<ul style="list-style-type: none"> <li>Selected student mentors go into tutor groups and discuss strategies for being tolerant of others and how to reduce discrimination</li> <li>To recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt and gambling in all its forms)</li> <li>Financial capability – what is tax, student loans, what is a mortgage, how do I save?</li> <li>University life, the money priorities, understanding rent, outgoings, incomings</li> <li>About the range of opportunities available to them for career progression, including in education, training and employment</li> <li>How to act in the workplace, both work experience and employment.</li> <li>About confidentiality in the workplace, when it should be kept and when it might need to be broken</li> <li>FGM – risks, incidents, political intervention – casualty clip (first coverage of issue)</li> <li>Triggers, signs and interventions of understanding suicide</li> <li>Arranged / forced marriages and the impact of them on people</li> </ul>	<p>Registration activities</p> <p>PPT's</p> <p>Assemblies</p> <p>Discussions</p> <p>Worksheets</p> <p>Short video clips</p> <p>Information for diaries</p> <p>Display information</p> <p>Current affairs</p> <p>Workshops</p>	<p>British values – British Laws, making a positive contribution to society</p> <p>Encourages use of leadership skills</p> <p>Adult perspective</p> <p>Social – the laws and what you can and can't do in society</p> <p>Moral – right and wrong choices</p> <p>Spiritual – self-awareness and their mental and physical development</p> <p>Cultural – tolerance and awareness of others with different health issues</p> <p>Careers and employability</p>