

## Nottingham Girls' Academy Provision for SMSC and British Values

<b>Faculty:</b> <b>Health and Social Care and Child Care</b>	<b>British Values</b>	<b>Social</b>	<b>Moral</b>	<b>Spiritual</b>	<b>Cultural</b>
<p style="text-align: center; font-size: 24pt;"><b>Year 10</b></p>	<p><b>Issues:</b> Discussion about teenage pregnancy and what makes a healthy relationship. Types of contraception and the law in Britain.</p> <p><b>Values:</b> Investigation into values that underpin supporting individuals in Health and Social Care settings.</p>	<p><b>Life factors:</b> How can the community an individual lives in affect their physical, intellectual, emotional and social development?</p>	<p><b>Born to be different:</b> Use of documentary to promote discussion about different disabilities and how children learn to cope with them, the responsibility of professionals and use of one child - who doctors ask to have life support machine switch off - moral dilemma discussion.</p> <p><b>Empowerment:</b> Ways to empower individuals within HSC, the challenges faced in doing so.</p>	<p><b>Promoting Values:</b> Values of care and how professionals show inclusive practice and respect for all, regardless of their backgrounds and differences. Opportunity to lead discussion with British values.</p>	<p><b>Care values:</b> Exploration of values used to support individuals receiving care, including how to take into account cultural differences such as female patients requesting female doctors to assess them.</p>
<p style="text-align: center; font-size: 24pt;"><b>Year 11</b></p>	<p><b>Children's rights:</b> Research into the United Nations Convention on the Rights of a Child and how this is used to support children within early years settings and the potential consequences if not.</p> <p><b>Individual rights:</b> Study of equality, diversity and rights that are essential when</p>	<p><b>Work/citizenship placement:</b> Students studying Child Care have the opportunity to carry out a placement in a local setting.</p> <p><b>Research task:</b> Investigate local HSC and child care settings and discuss the type of</p>	<p><b>Nutrition and diet:</b> Exploration of 2 individuals who have specific dietary requirements e.g. Kosher food. Is it important to respect people's individual requests and beliefs? Why/why not?</p>	<p><b>Inclusive practice:</b> How are children's beliefs supported and respected within early years settings? What is the positive and negative impact of this? Link to EYFS and National</p>	<p><b>Effective Communication:</b> Discussion and examples of barriers due to language and cultural differences and ways to overcome them in order to empower and respect others.</p> <p><b>Nutrition and culture:</b> Examples of different dietary needs based upon</p>

	supporting those within HSC settings.	provision they cover and for whom. E.g. disabled		Curriculum/British values.	medical or cultural reasoning. Students create a suitable meal plan for a Jewish teenager who has diabetes and take into account their cultural needs when planning, justifying their choices.
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Year 12	<p><b>Equality and Diversity:</b>            What does it mean to be discriminated? What is diversity and how does it enrich society? Students explore what is meant by key terms such as culture and beliefs and discuss how (mis) understanding of these results in social cohesion or tension. How do we become tolerant in Britain?</p>	<p><b>My place in the community:</b>            Use of "blue eye brown eye" discrimination video to promote discussion on racism in western society and the role of citizens in accepting or revolting against this idea and how.</p>	<p><b>Human Rights:</b>            Video and discussion of human rights laws, when they were agreed, what they mean, who is responsible for ensuring they're met and the impact on individuals if they're not. What are British human rights? Do they vary across countries?</p> <p><b>Euthanasia:</b>            Using footage from "Eastenders" with Dot and Ethel, students discuss whether Euthanasia is ever acceptable and should be a human right or whether Dot should be punished as a result. Is euthanasia legal in Britain/other countries?</p>	<p><b>Beliefs:</b>            What is the role of beliefs to an individual and what are the ways that they can support someone during the life, with a particular focus on later stages of life?</p>	<p><b>Homophobia:</b>            What does the word "gay" mean in modern society? Exploration of case studies through video and how homophobia can affect individuals.</p> <p><b>Effective Communication:</b>            Discussion and examples of barriers due to language differences and ways to overcome them in order to empower and respect others.</p>
Year 13	<p><b>Health and Safety:</b>            How do settings keep individuals safe? How does society keep us safe? What conflicts are there? Who is responsible for safety of citizens? (Link to new extremism laws for schools).</p>	<p><b>Work placement:</b>            Students carry out an on-going period of work experience in a local setting. Discussion of local provision, national provision, ways to help the community and citizens' role.</p>	<p><b>Nutrition:</b>            Should the government use BMI checks on children and send this information home to parents/carers?</p>	<p><b>Beliefs:</b>            Use of sociological and psychological theories to discuss beliefs and links to spiritual guidance, why individuals may find comfort in this and the comparisons.</p>	<p><b>Nutrition and cultural differences:</b>            How does our culture link to diet? What foods should be on offer in Britain and why?</p>