

Values:
Curriculum Guide



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1. Curriculum Rationale for Values

Values is a school curriculum subject through which students develop the knowledge, skills and attributes they need to manage their lives and be active and contributing members of society, now and in the future.

Values helps students to stay healthy, safe and prepared for life – and work – in modern Britain. Values incorporates P.S.H.E.E – Personal Social Health Economic Education, S.M.S.C – Spiritual Moral Social and Cultural Education, Citizenship Education, Careers Education, The learning of British Values, The Prevent Duty and R.S.E –Relationships and Sex Education.

“Providing opportunities and experiences for all students to develop their understanding of issues that will support them in becoming safe, healthy and successful citizens”

At Granville Academy, we believe in the importance of our students experiencing a holistic education that develops their understanding of the wider world alongside their academic skills. We dedicate a significant of curriculum and pastoral time to enable our students to achieve this.

All our students access our ‘Values’ curriculum in lesson time each week. Year 7 & 8 students have two hours a week, with students in Years 9,10 and 11 having one hour a week. Year 7 & 8 lessons are organised into 1 hour of P.S.H.E.E (Personal Social Health Economic Education) and 1 hour of Citizenship education. Lessons in Years 9,10,11 cover a variety of topics that encompass P.S.H.E, Careers, British Values, R.S.E (Relationships and Sex Education) and S.M.S.C (Spiritual Moral Social Cultural Education). We ensure our Values curriculum meets statutory requirements whilst also responding to local pertinent issues and our local context.

In addition to dedicated curriculum time, our students also experience Values education through:

- Weekly assemblies – which focus on key themes – For example; Black History Month (SMSC)
- Weekly tutor time sessions – For example discussion of current societal issues – UK Brexit
- debate (British Values – Democracy)
- Special events where students normal timetable is suspended for the morning, afternoon or whole day (e.g. Year 9 Crime Awareness day – “Prison Me No Way”)
- Curricular Lessons (e.g. Sex Education in Key Stage 3 Science)
- Trips, visits and guest speakers (e.g. Holocaust Survivor talk (SMSC), Careers talks (Gatsby Benchmark 5), R.E visits to a local places of worship (British Values, SMSC, Prevent Duty)
- Extra-Curricular events (e.g. inter house debating competition – Citizenship)
- Dedicated news days in tutor time (Citizenship, British Values)
- We work closely with our sister academies in the de Ferrers Trust to share expertise and resources
- to make sure our Values education enables all our students to achieve our goal.

Sequencing

The Values curriculum is sequenced to allow the development of knowledge and skills to be built on throughout ks3. This is especially important when dealing with particularly controversial or sensitive topics. This enables students to have the prior knowledge they need in order to access newer areas of study. The Values course allows for students to develop ways of knowing, allowing for them to deeper understand various issues and avoid misconceptions. Students will revisit knowledge gained from earlier units to ensure that they have the opportunity to recall prior learning and not see topics as isolated units of work so that the knowledge is embedded in students’ long term memory. These building blocks are evidenced from year 7 where students address the question of ‘how can I be an active citizen?’ moving into year 9 where they look at ethical issues. The sequencing of the curriculum allows for students to build on their prior knowledge and skills to further develop these arguments.

2. What students will learn

	By the end of Year 9	By the end of Year 11
Knowledge	Foundation of PSHE and Citizenship, relationships, sex, morality and Careers.	In depth specific knowledge of the key features and characteristics of the areas studied including mental health and relationships, subject specific vocabulary such as cosmetic and aesthetic.
Skills	Analyse and evaluate. Write extended reasoned arguments, justifying their responses based on their learning. Evaluate interpretations from different perspectives and use evidence to justify their opinions.	Write extended reasoned arguments that consider several viewpoints. Evaluate different interpretations in detail and use evidence to justify their opinions. Analyse, evaluate and make substantiated judgements about sources in the context of events, issues or practices studied.
Understanding	That society's practices are rooted in tradition. That events have both short term and long term significance. How Britain's diversity has changed over time.	Understand the key issues within the areas studied and be able to compare and contrast.

3. Curriculum Map and Assessment plan

ks3 - Curriculum plan

TERM & APPROX. HOURS	YEAR 7		YEAR 8		YEAR 9
	PSHE	Citizenship	PSHE	Citizenship	PSHE/Cit
10 Hours	<u>Building Healthy Relationships</u> L1. Introduction L2. Different Types of Relationships L3. Self Esteem in Relationships and Friendships L4. Positive Healthy Relationships versus Negative Unhealthy Relationships L5. Real Life Versus Social Media L6. Bullying L7. Assessment Prep L8. TRUST ASSESSMENT L9. Managing Breakdown of Relationships Including Digital Legacy L10. Anti-Bullying Policy	<u>Active Citizenship and Student Voice Campaigns and Elections</u> L1. Introductions L3. Teambuilding L3. What is an Active Citizen? L4. What is a Campaign? L5. Role of Parliament in a Democracy L6. Equal Opportunities for all L7. Votes for Women L8. Voting Age	<u>Drugs Education</u> L1. Introductions L2. The Law and Drugs L3. The Safe use of Prescribed medication (including antibiotics and over the counter) L4. Energy Drinks L5. Nicotine (including E-Cigarettes) L6. Cannabis, Shisha and Spice L7. Criminalising Harm Drugs Helps or Causes More Damage to Society? L8. Drugs and Borders (County Lines) L9. Assessment Prep L10. TRUST ASSESSMENT	<u>Risk Taking/Crime and Punishment</u> L1. Introduction L2. What is risk? L3. Peers, Gangs and Risk L4. Violence, Weapons and Risk (WCF) L5. Money and Risk L6. Social Media, Relationships and Risk (Brek's Last Game) L7. Social Media, Relationships and Risk (Kayleigh's Love Story) L8. Road Safety and Risk L9. Bystander Effect L10. Taking stupid risks is part of growing up - debate	<u>Careers</u> L1. Aspirations using skills and qualities L2. Work Experience L3. CV L4. Cover Letter L5. GCSE Mapping (Plan A and B) L6. Options at de Ferrers L7. Post 16 Routes L8. Assessment Prep L9. TRUST ASSESSMENT L10. Young People's Employment Rights and Responsibilities
Data Entry One (Week 13)	Building Healthy Relationships (PSHE)		Drugs Education (PSHE)		Careers (Values)
10 Hours	<u>Puberty and Changing Times</u> L1. Key Terminology (Scientific) L2. Physical Changes – Periods L3. Physical Changes – Boys L4. Emotional Changes L5. Responsibility for Personal Hygiene (Sun	<u>Celebrating Diversity</u> L1. What Makes You, You? L2. Cultural Diversity L3. Race/Ethnicity L4. Religious Diversity L5. Sexuality L6. Gender L7. Relationships L8. Disability	<u>Mental Health Awareness and Social Media</u> L1. Emotional Health L2. Language and Mental Health Stigma L3. Anxiety and Stress (WCF) L4. Self Harm L5. Managing Change L6. Social Media and Mental Health	<u>Crime and Punishment</u> L1. What is a crime? L2. The CJS L3. Social Media and Crime L4. Different Types of Punishment L5. Do Prisons Work? L6. Do Prisons Work? L7. Young Offenders L8. Death Penalty L9. Assessment Prep L10. TRUST ASSESSMENT	<u>Relationships, Sex Ed and Underage and Pregnant</u> L1. Introductions L2. Deciding when to have sex (including consent and healthy relationships) L3. Condom Demonstration L4. Sexting and Pornography L5. Teen Pregnancy L6. Teen Pregnancy L7. Abortion L8. Other Options (Foster Care etc.) L9. Assessment Prep L10. TRUST ASSESSMENT

	Safety, Dental, Vaccinations etc.) L6. Responsibility for Personal Hygiene (Sun Safety, Dental, Vaccinations etc.) L7. The Importance of Sleep L8. Exercise, Rest and Relaxation L9. Assessment Prep L10. TRUST ASSESSMENT		L7. Social Media and Mental health L8. Eating Disorders L9. Coping Strategies L10. Coping Strategies		
Data Entry Two (Week 25)	Puberty and Changing Times (PSHE)		Crime and Punishment (Citizenship)		Careers (Values)
10 Hours	Learning to Learn/Exam Buddies L1. What is Learning to Learn? L2. VESPA L3. Personal Organisation L4. Effective Revision L5. Effective Revision L6. Goal Setting L7. Technology and Learning (WCF) L8. Growth Mindset L9. Resilience L10. Mindfulness and Wellbeing	Politics, Rights and British Values L1. What Makes Britain, Britain? L2. Fundamental British Values L3. Democracy L4. Law L5. Tolerance L6. Individual Liberty L7. Assessment Prep L8. TRUST ASSESSMENT L9. The Environment L10. The Environment	Money L1. Key Terminology L2. The Value of Money (Wants Versus Needs) L3. The Cost of Living L4. Credit and Debit L5. Budgeting L6. Bank Accounts, Saving and Loans L7. Pay Day Loans L8. Pay Day Loans Documentary L9. Assessment Prep L10. TRUST ASSESSMENT	Human Rights, Children Rights and Violations L1. Mars Mission L2. History of Human Rights L3. Children's Rights L4. Charities L5. Freedom of Speech L6. Education/Malala (WCF) L7. Education/Malala (WCF) L8. Sweatshops L9. The Risks and Myths of FGM L10. Water and Sanitation	First Aid L1. Key Terminology L2. Basic Life Support (CPR) L3. Bleeding and Choking L4. Asthma and Allergies L5. Self Care/Checking L6. Immunisations and Vaccinations L7. Mental Health First Aid L8. Acid Attacks L9. Assessment Prep L10. TRUST ASSESSMENT
Progress Reviews (if applicable)	Politics, Rights and British Values (Citizenship)		Money (PSHE)		First Aid and Self Care (Values)
7 HOURS	Careers L1. Key Terminology L2. What is it to be enterprising? L3. Inspirational People L4. Aim High L5. Genius Hour Project (WCF)	Active Citizenship Project L1. Social Issues in Our Community L2. What is a Pressure Group? L3. Charities L4. How to Take Social Action L5. Project (WCF) L6. Project (WCF)	Relationships and Sex Ed L1. Different Types of Intimate Relationships Including Marriage and Cohabitation L2. LGBT and Tolerance – WCF L3. LGBT and Tolerance – WCF	Careers L1. Personal Profile L2. How Might the Job Market Change in your Lifetime? L3. Unifrog (WCF) L4. Unifrog (WCF) L5. Unifrog (WCF) L6. Unifrog (WCF) L7. Presentations to Class	Political Ideologies L1. Key Terminology L2. Why Should Young People Be Interested in Politics? L3. Main Political Parties (WCF) L4. Main Political Parties (WCF) L5. The Role of the UK Government L6. The British Constitution

	L6. Genius Hour Project (WCF) L7. Genius Hour Project (WCF) L8. Consolidation	L7. Project (WCF) L8. Consolidation	L4. Consent L5. Different Types of Contraception L6. Different Types of Contraception L7. STIs L8. Consolidation	L8. Presentations to Class	L7. Should Britain Still have a Monarch? L8. Consolidation
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Ks4 Curriculum map -

Y10 Values
Mental health, emotional well-being and personal safety
L1. Understanding mental health L2. Change, and it's impact on mental health L3. Warning signs: stress, anxiety and depression L4. Unhealthy coping strategies L5. Mental health first aid: recognizing when others need help L6. Recognising unwanted attention (stalking and harassment)
Relationships
Forming and positive (1)
L1. Strong, positive relationships in the 2021 L2. Breakups: how to end a relationship? L3. Diversity in relationships LGBTQ+ L4. Online relationships: the opportunities and the risks
Relationships: bullying and abuse (2)
L5. Recognising unhealthy and toxic relationships L6. Recognising manipulation and coercion L7. Recognising unwanted attention: sexual assault L8. Domestic abuse
Risk in society
L1. Consequences of substance misuse: drugs and tobacco L2. Consequences of substance misuse: alcohol L3. Seeking help for unhealthy behaviors L4. Building resilience against gambling L5. Risk and personal safety in new social settings L6. Gangs and influence: knife crime L7. Gangs and influence: county lines L8. CSE and grooming
Media literacy and digital resilience
L1. The dangers of deep fake L2. The power of advertising L3. Cancel Culture L4. Media and the body L5. Online hate
The UK and the wider world
L1. Diverse identities L2. Gender identity L3. Challenging prejudice and discrimination (Equality act) L4. Hate crimes L5. Active Citizenship L6. Human Rights L7. International organisations L8. Conflict and resolution

Y11 Values
Health-related decisions
L1. Sleep, diet and exercise L2. Healthy habits spending time online L3. Blood, organ and stem-cell donation L4. Cancer prevention, screening and self-examination L5. Cosmetic and aesthetic procedures L6. Social influence and 'perfection'
Sexual health, fertility and society
L1. Are we ready for sex? L2. Consent in relationships L3. Sexting and revenge porn L4. Safer sex L5. Pornography L6. Understanding fertility and pregnancy L7. Unplanned pregnancy
Democracy, parliament and democracy
L1. Systems of government: democracy L2. Systems of government: authoritarian L3. The Constitution L4. The three branches of government L5. The role of the media in a democracy L6. Holding people in power to account L7. Citizens in a democracy L8. Electoral systems L9. Local and government L10. Devolved government
Economy and personal finance
L1. Understanding our economy L2. How public money is raised and spent L3. Budgeting and saving L4. Income and expenditure L5. Preventing online fraud

4. Specialist Vocab - will include

	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
1	Citizen	Grooming	Options	Mental Health	Donation
2	Society	Risk	Consent	Mental Illness	Virtual world
3	Vote	Gambling	Coercion	Coping	Cosmetic
4	Democracy	Finance	Aspiration	Self harm	Aesthetic
5	Election	Violence	Attack	LGBTQ+	Revenge
6	Puberty	Mental health	First Aid	Assault	Fertility
7	Relationship	Toxic	Politics	Separation	Planned
8	Healthy	Symptom	Government	Domestic abuse	Responsible
9	Unhealthy	Drugs	Constitution	Control	Contraception
10	Suffrage	Prescription	Careers	Consequences	Safety

5. Cultural Capital

	Experiences that students experience in Values that will enrich learning
Year 7	Debate lessons
Year 8	Drop down day- Knife crime focus.
Year 9	Guest speakers TBC
Year 10	Drop down day- Mental health focus.
Year 11	Guest speakers TBC

Note: Trips are to be confirmed under new restrictions

6. Homework and independent learning

Homework in Values will focus on helping students commit their learning to their long term memory. The types of activities that will be set include:

- Embedding key substantive knowledge and information
- Learning Values specific vocabulary
- Learning case studies
- Summarising key learning from lessons
- Creating revision material such as mind maps, flashcards, tests etc.