

House Curriculum

House Curriculum Intent: The overall aim of the House Curriculum is to develop Personal and Social skills within the cohort. The programme is designed to support the school values of being Ready to Learn, Respectful, Resourceful, Reflective, Resilient and Responsible (key links for each unit given). These themes are explored throughout the different topics and encourage students to develop these core values in themselves as well as seeing them in others. The programme runs on a 4-year cycle, ensuring students will access all elements of the curriculum during their time at Long Field. They should be able to develop links between all 4 years of study, as well as build upon the key guidelines given to Primary schools in the Department for Education guidelines. The DfE guidelines for Secondary Education on Relationships education, relationships and health education, along with other key global citizenship roles and British values, are integrated within the 4-year programme. Students work within vertical house groups in house time to specifically target understanding differences, healthy relationships, being safe, health and fitness, mental wellbeing, the law and global environmental and social issues. The whole programme builds in culture capital opportunities for students – exposing them to events, opinions and ideas they may not otherwise face. Overall, we hope that this programme not only helps to develop a positive ethos and culture within our school, but prepares students well for the challenges they may face after they leave us.

Links to previous & future content

Key:

Primary Link – this is where our content can be linked to the DfE guidelines for Primary Schools in ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’. Students are expected to come to us with this knowledge and understanding.

Year 1/2/3/4 – this is where the overview links to other years in our 4-year cycle. Students will be able to build upon and recall knowledge as they revisit similar topics.

Year 1

Units/Topics/Overview/Knowledge/Skills – PSHE & Citizenship – Half Termly structure

Autumn 1 –How we learn ‘Ready to Learn, Respectful’

- How do you learn?
- Autism
- Dyslexia
- Other educational needs (ADHD, dyspraxia etc)
- Revision – what and why
- Revision – how can we revise?

Autumn 2 – Respectful relationships – friendships, positive and healthy relationships ‘Respectful, Responsible’

- Friendships in different contexts (online etc)
- Resilience and character
- Traits – honesty, integrity, courage, humility etc
- Self-respect and self-worth
- Improving and supporting relationships
- Managing conflict in relationships
- Treating other with respect – what this means in school
- Treating others with respect – in the wider world

Autumn 1

Year 3 – discrimination

Year 4 – working together

Autumn 2

Primary link: caring friendships, being safe

Year 2 – respectful relationships (other), internet safety.

Year 4 online safety, working together, being safe.

Spring 1 – Global issues ‘Reflective, Responsible’

- Key Global issues today
- Climate Change
- Plastics
- How might it affect us?
- How can we be more sustainable?
- The future

Spring 2 – Mental well-being – emotional range and language/communication ‘Resilience, respectful’

- Talking about emotions
- Expressing emotions
- What makes us happy – connections to others
- Recognising the early signs and common types of mental ill health
- How your actions might impact others

Summer 1 – British Values ‘Respectful, Resourceful, Responsible’

- Being British (UK and the different countries)
- Civil and Criminal law – liberties citizens have
- Role of police and judiciaries and community – UK legal system
- Functions and uses of money – importance of budgeting
- How to budget and manage risk

Summer 2 – Health and prevention ‘Responsible’

- Personal hygiene
- Bacteria, viruses and infection – how are they spread and how can we prevent them
- The importance of screening and self-examination
- Dental health
- Immunisation and vaccination
- Importance of sleep

Social, Moral, Spiritual, Cultural (SMSC) Links

A1: Using imagination and creativity in learning; Experiencing fascination, awe and wonder.

A2: Developing personal qualities and using social skills; Participating, cooperating and resolving conflict; Understanding human feelings and emotions.

Sp1: Experiencing fascination, awe and wonder.

Sp2: Understanding human feelings and emotions; Exploring the values and beliefs of others.

Spring 1

Year 3 link – global issues

Spring 2

Primary link: being safe, mental wellbeing. Year 3 – living with differences, mental wellbeing, Year 1 – friendships, Year 2 families

Summer 1

Year 3 – British Values

Summer 2

Primary link: Health and prevention

Year 2 – fitness and health, healthy eating. Year 3 – Mental wellbeing, basic first aid

Su1: Understanding the consequences of actions; understanding how communities and societies function; understanding and appreciating personal influences; Recognising right and wrong and applying it.
Su2: Developing personal qualities and using social skills.

Year 2

Units/Topics/Overview/Knowledge/Skills – PSHE & Citizenship Half Termly structure

Autumn 1 – Families ‘Respectful, Responsible’

- Different types of committed and stable relationships
- How relationships contribute to happiness (inc importance for bringing up children)
- Marriage – what is it and its legal status
- Why do people choose to get married?
- Roles and responsibilities of parents. What is successful parenting?

Autumn 2 – Respectful relationships (romantically) ‘Respectful, Resilience, Responsible’

- The characteristics of positive and healthy relationships, including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and managing conflict, reconciliation and ending relationships
- Recognising the characteristics and positive aspects of a healthy one-to-one intimate relationship (includes mutual respect, consent, loyalty, trust and shared interests)
- How do stereotypes (based on sex, gender, race, religion, sexual orientation or disability) cause damage? i.e. normalising non-consensual behaviour or encourage prejudice behaviours
- What types of behaviour within relationships are criminal including violent behaviour and coercive control
- Sexual harassment and sexual violence - why these are unacceptable

Spring 1 – Bullying ‘Resilient, Respectful, Reflective’

- Different types of bullying e.g. physical, verbal, psychological and cyber
- Understanding what can classify as bullying and the responsibilities of bystanders to report bullying and how and where to get help
- Impacts bullying can have i.e. mental health and wellbeing
- Reporting bullying - how, where and who

Spring 2 – Internet safety ‘Respectful, Reflective, Resilient, Responsible’

- Your rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online
- The effect of online actions on others; how to recognise and display respectful behaviour online and the importance of keeping personal information private

Autumn 1

Primary link: families and people who care for me
Year 1 - respectful relationships (friendship)

Autumn 2

Primary link: respectful relationships
Year 1 - respectful relationships (friendships)
Year 3 – living with differences, discrimination
Year 4 – Being safe

Spring 1

Primary link: online relationships
Year 2 – internet safety
Year 4 – being safe

Spring 2

Primary link: online relationships, being safe
Year 4 – online safety, being safe, power of the media

- The risks that are associated with being online (including that any material someone provides to another has the potential to be shared online and the difficulties of then having this removed)
- The negative side of the internet (online abuse, trolling, bullying and harassment)
- How to report and manage issues online
- How information and data is generated, collected, shared and used online

Summer 1 – Physical Health and fitness ‘Responsible, Reflective’

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular exercise into daily and weekly routines; the positive impacts this can have on physical health and fitness
- How to make positive lifestyle choices that can contribute to a healthy active lifestyle
- The risks associated with an inactive lifestyle, including unhealthy body weights e.g. obesity and anorexia
- How and when to seek additional support if they are worried about their health
- Your fitness and healthy lifestyle choices

Summer 2 – Healthy eating ‘Responsible, Reflective, Resourceful’

- What constitutes as a healthy diet? (including the understanding of calories and other nutritional content)
- The principles of planning and preparing a range of healthy meals
- What makes up a poor diet and the risks associated with unhealthy eating i.e. obesity and tooth decay
- How can lifestyle factors contribute to a poor diet and health risks, such as the impact of alcohol on diet and health

Social, Moral, Spiritual, Cultural (SMSC) Links

A1: Understanding how communities and societies function; understanding and appreciating personal influences.

A2: Developing personal qualities and using social skills; Participating, cooperating and resolving conflict;

Understanding human feelings and emotions; Recognising right and wrong and applying it.

Sp1: Recognising right and wrong and applying it; understanding the consequences of actions; understanding human feelings and emotions.

Sp2: Understanding human feelings and emotions; Understanding the consequences of actions; Recognising right and wrong and applying it.

Su1: Experiencing fascination, awe and wonder; Developing personal qualities and using social skills; Participating in and responding to cultural activities.

Su2: Experiencing fascination, awe and wonder

Summer 1

Year 1 – health and prevention

Year 3 – mental wellbeing, Basic first aid

Year 4 – drugs alcohol and tobacco

Summer 2

Year 1 – Health and prevention

Year 4 – drugs alcohol and tobacco

Autumn 1

Year 1 – How we learn

Year 3

Units/Topics/Overview/Knowledge/Skills – PSHE & Citizenship Half Termly structure

Autumn 1 – living with differences ‘Respectful, Resilient’

- Living with a physical disability
- Living with learning difficulties
- Living with mental health difficulties
- Living without a native language
- Living with prejudices

Autumn 2 – British values (Political structure and parties etc) ‘Respectful, Responsible’

- What do our political parties represent
- The role of local government
- National government
- Election systems. What is the first past the post system? What is proportional representation.
- The relationship between government and parliament.
- What do ministers do?
- The relationship between government and the judicial system.

Spring 1 – Global issues ‘Respectful, Responsible’

- Why do countries argue?
- What are the different forms of government around the world?
- What is a refugee? What causes people to leave their homes?
- What is the UN? What are NGOs? How do they support people around the world?

Spring 2 – Mental well being (stress, anxiety and coping mechanisms) ‘Resilience, Resourceful, Reflective’

- What does mental well being mean?
- How do I know if I am feeling stressed or anxious?
- What techniques can I use to reduce stress and anxiety?

Summer 1 – Basic first aid ‘Resourceful, Responsible’

- What are the main types of treatment that you need to know?
- Why is first aid so important?
- What shouldn’t you do? When can you help and when should you wait for the emergency services?
- What can I do to help if someone has a burn or broken bone?
- What can I do to help if someone has a heart attack?

Autumn 2

Year 1 – British values

Spring 1

Year 1 – Global Issues

Spring 2

Year 1 – Emotional wellbeing

Year 2 – Physical wellbeing

Year 4 – Drugs, Alcohol and Tobacco

Summer 1

Year 1 – Health and prevention

Year 2 – Physical wellbeing

Year 4 – Drugs, Alcohol and Tobacco

Summer 2

Year 1- Respectful relationships

Year 2 – Bullying

Year 4 – Being safe

- What can I do to help if someone has a stroke?

Summer 2 – Discrimination ‘Respectful, Reflective, Responsible’

- How do we address discrimination based on race, age, sex, sexual orientation or cultural heritage?

Social, Moral, Spiritual, Cultural (SMSC) Links

A1: Exploring the values and beliefs of others; Exploring, understanding and respecting diversity; Understanding and appreciating personal influences.

A2: Understanding and appreciating personal influences; Understanding how communities and societies function.

Sp1: Experience fascination, awe and wonder.

Sp2: Understanding human feelings and emotions.

Su1: Experiencing fascination, awe and wonder.

Su2: Investigating moral values and ethical issues; Recognising right and wrong and applying it; Exploring the values and beliefs of others; Understanding how communities and societies function; Exploring, understanding and respecting diversity (national and global communities).

Year 4

Units/Topics/Overview/Knowledge/Skills – PSHE & Citizenship Half Termly structure

Autumn 1 – Online Safety ‘Responsible, Resilient’

- eSafety – Social Networks and security, settings and privacy.
- Grooming – Beck’s Last Game
- Identity and Representation.
- Image and identity online and offline
- Social media
- Identifying and comparing with others online.

Autumn 2 – Power of the media ‘Responsible, Respectful, Resilient’

- Identity and Representation.
- Sharing and removing Material online
- The impact of viewing online material
- How data is generated, collected, shared and used online

Spring 1 – Prevent ‘Respectful, Responsible, Reflective’

- Radicalisation, extremism and education.
- British values.
- Tolerance, respect and stereotyping.
- Islamophobia.

Autumn 1

Primary link – online relationships

Year 1 – respectful relationships (friendships)

Year 2 – internet safety, bullying

Autumn 2

Year 2 – internet safety

Spring 1

Year 1 – British Values

Year 2 – respectful relationships

Year 3 – discrimination

Spring 2

Year 2 – physical health and fitness, healthy eating

Summer 1

Primary link – being safe

Year 2 – respectful relationships

Year 4 – prevent

Summer 2

Year 1 – mental wellbeing, respectful relationships

Year 2 – families and respectful relationships

Year 3 – mental wellbeing

Spring 2 – Drugs, alcohol and tobacco ‘Responsible, Resilience’

- Health Risks
- Legal/ Illegal Drugs and associated risks.
- Mental health
- the physical and psychological consequences of addiction, Decriminalisation
- Smoking, the risks benefits of quitting and support

Summer 1 – Being Safe ‘Respectful, Resilient, Responsible’

- The law regarding sexual consent
- the concepts of sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM
- How these can affect current and future relationships

Summer 2 – Working together ‘Resilient, Respectful, Ready to Learn’

- Mental wellbeing and connections with others
- Working as team and shared goals
- Camaraderie
- Divisions and overcoming differences
- Family and friendship groups

Social, Moral, Spiritual, Cultural (SMSC) Links

A1: Understanding the consequences of actions; Exploring, understanding and respecting diversity (national and global communities); Understanding human feelings and emotions.

A2: Understanding and appreciating personal influences; Investigating moral values and ethical issues; Understanding the consequences of actions.

Sp1: Understanding and appreciating personal influences; Understanding how communities and societies function; Recognising right and wrong and applying it; Exploring the values and beliefs of others.

Sp2: Understanding the consequences of actions; Understanding human feelings and emotions.

Su1: Understanding human feelings and emotions; Understanding the consequences of actions; Investigating moral values and ethical issues; Recognising right and wrong and applying it.

Su2: Developing personal qualities and using social skills; Participating, cooperating and resolving conflict; Understanding how communities and societies function.

Year Group specific curriculum and additional points

Information that needs to be delivered in an age appropriate manner (for example parts of the Relationships and Sex Education curriculum) will not be delivered during House sessions. Instead these will form part of the schemes of work delivered to students in their Religious Studies lessons where time will be given to address these topics in the appropriate way.

In addition to this other key information will be delivered in planned assemblies and additional House time Sessions. For example, at the start of each academic year students will be given an assembly (full school and/or house) to remind them of key safety issues (for example internet safety and safe guarding) and to tell them where to go if they need support or have anything that needs reporting.

Other assembly themes delivered yearly in addition to House:

- Key safety information e.g. where to go to report safeguarding issues/bullying
- Internet safety
- Radicalisation
- Railway safety (network rail guidelines, deliver before Easter)
- Anti-bullying
- Expectations (Ready to learn)
- House captain applications/leadership (launch before Easter)

Enrichment Days also encompass the following:

Careers

Interviews are given to all students in year 10 by external providers. This is to prepare them for interviews in the future and to help guide their choices post-16. There is also a careers fair which is open to all students, Year 11 students have mentors who help with college applications and time is given on an enrichment day for students in year 10/11 to explore future career and study options and plan applications.

First Aid

Practical first aid skills are delivered during an enrichment day to students in year 10 – this is an optional extra that runs alongside trips.

Trips

Various trips (both academic and recreational) are offered to students in all year groups to further enhance the cultural capital opportunities in their education at Long Field Academy. These are either organised departmentally or centrally by the Enrichment Coordinator.

Sexual health

Year 9 enrichment day session ‘Healthy Choices’ to cover the Relationships and sexual education curriculum. Including contraception, STDs etc and a session on drugs and alcohol.