

**YEAR 7 LONG-TERM CURRICULUM MAP Social Science**



<p><b>Autumn 1</b> <b>'SMART MOVE'</b> <b>becoming a resilient learner</b> <b>SMSC</b> An introduction for New Year 7 pupils about being resilient. Designed to help Year 7 make good decisions about problems they might face in their first term of secondary school. <b>NEW: As of September 2017</b></p>	<p><b>Autumn 2</b> <b>'SMART MOVE'</b> <b>becoming a resilient learner</b> <b>SMSC</b></p> <p style="text-align: center;">→</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>A whole term has been dedicated to this topic</p> </div>	<p><b>Spring 1</b> <b>Friendship</b> <b>3 lessons</b> <b>SMSC</b></p> <ol style="list-style-type: none"> <li>Why we need friend inc a recipe for friendship</li> <li>What is a bad friend?</li> <li>Bullying and the different forms it can take</li> <li>Peer pressure</li> </ol>	<p><b>Spring 2</b> <b>Global Citizenship/British Citizenship</b> <b>6 lessons</b> <b>Citizenship</b></p> <ol style="list-style-type: none"> <li>Britain and British Identities</li> <li>What is citizenship?</li> <li>Rights and Responsibilities as a British Citizen?</li> </ol>	<p><b>Summer 1</b> <b>Safety, including road and internet safety</b> <b>6 lessons</b> <b>SMSC</b></p> <ol style="list-style-type: none"> <li>Dangerous scenarios</li> <li>Digital footprint</li> <li>Being smart online</li> <li>Being street smart</li> </ol>	<p><b>Summer 2</b> <b>Relationships</b> <b>4 lessons SMSC</b></p> <ol style="list-style-type: none"> <li>Dating</li> <li>Romantic relations</li> <li>Divorce</li> <li>Relationships with friends</li> <li>Child abuse</li> <li>Domestic violence</li> </ol>
<p><b>Notes to teachers</b> You will need to a5 pupil booklets and the teacher's guide.</p>	<p><b>Notes to teachers</b> You will need to a5 pupil booklets and the teacher's guide. <b>These do not need to be marked or seen by a teacher.</b></p>	<p><b>Notes to teachers</b> <b>There is a 4C skill focus with this lesson: Caring</b></p>	<p><b>Notes to teachers</b> Where they are too many lessons- please pick the resources/lessons most suitable to your class.</p>	<p><b>Notes to teachers</b> Where they are too many lessons- please pick the resources/lessons most suitable to your class.</p>	<p><b>Notes to teachers</b> Please do not use the 'Boardworks' lessons on relationships as they are NOT suitable for Year 7</p>

**YEAR 8 LONG-TERM CURRICULUM MAP Social Science**

<p><b>Autumn 1</b> <b>Self-esteem</b> <b>2 lessons</b> <b>SMSC</b></p> <ol style="list-style-type: none"> <li>What is self-esteem</li> <li>Judging others who are different</li> <li>Body image</li> </ol>	<p><b>Autumn 2</b> <b>Your Local Community</b> <b>4 lessons</b> <b>Citizenship</b></p> <ol style="list-style-type: none"> <li>Friendship</li> <li>You and your family</li> <li>Helping others/volunteering</li> </ol>	<p><b>Spring 1</b> <b>Government and politics</b> <b>Citizenship</b> What are British values What is democracy Alternatives to democracy A brief history about the voting system Creating your own country</p>	<p><b>Spring 2</b> <b>Government and politics</b> <b>Citizenship</b></p> <div style="border: 1px dashed black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>6 lessons + 4 additional Boardworks presentations</p> </div>	<p><b>Summer 1</b> <b>Health and well-being</b> <b>5 lessons SMSC</b></p> <ol style="list-style-type: none"> <li>Healthy relationships</li> <li>Different types of relationships</li> <li>Mental health</li> <li>Healthy lifestyles</li> <li>Puberty</li> </ol>	<p><b>Summer 2</b> <b>SRE (sex and relationships)</b> <b>6 lessons SMSC</b></p> <ol style="list-style-type: none"> <li>Healthy and unhealthy relationships</li> <li>Personal hygiene and puberty</li> <li>Sex: The basics</li> <li>STI's</li> <li>Birth control</li> </ol>
<p><b>Notes to teachers</b> Although there are only 2 main lessons, there are lots of activities to do and please allow extra time for class discussion as this can be a sensitive topic.</p>	<p><b>Notes to teachers</b> <b>There is a 4C skill focus with this lesson: Caring</b></p>	<p><b>Notes to teachers</b> Where they are too many lessons- please pick the resources/lessons most suitable to your class.</p>	<p><b>Notes to teachers</b> Where they are too many lessons- please pick the resources/lessons most suitable to your class.</p>	<p><b>Notes to teachers</b> Where they are too many lessons- please pick the resources/lessons most suitable to your class.</p>	<p><b>Notes to teachers</b> Please treat this subject matter carefully; you may need to adjust the lessons according to the group you have!</p>

**YEAR 9 LONG-TERM CURRICULUM MAP Social Science**

<p><b>Autumn 1</b> <b>Money</b> <b>3 lessons</b> <b>SMSC</b> Real life maths The history of money/currency Cost of daily living</p>	<p><b>Autumn 2</b> <b>Government- Local, Central and European</b> <b>And - 3 lessons on BRITISH VALES</b> <b>6 lessons</b> <b>Citizenship</b> <b>SMSC</b> ±</p>	<p><b>Spring 1</b> <b>Alcohol and Drugs</b> <b>SMSC</b></p>	<p><b>Spring 2</b> <b>Alcohol and Drugs</b> <b>SMSC</b></p> <div style="border: 1px dashed black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>4 lessons + 12 Boardworks</p> </div>	<p><b>Summer 1</b> <b>SRE SMSC</b></p> <div style="border: 1px dashed black; padding: 10px;"> <ol style="list-style-type: none"> <li>Respect in relationships</li> <li>STI's and contraception</li> <li>Dealing with a baby</li> <li>Marriage and divorce (inc forced marriage)/ Diverse relationships (inc- gay marriage)</li> <li>Sexual bullying/ sexual harassment</li> </ol> </div>	<p><b>Summer 2</b> <b>SRE SMSC</b></p> <div style="border: 2px solid blue; border-radius: 50%; padding: 10px; width: fit-content; margin: 0 auto;"> <p><b>New for 2018 consent lesson- cup of tea</b></p> </div>
<p><b>Notes to teachers</b></p>	<p><b>Notes to teachers</b> <b>Caring and Collaborative teaching</b></p>	<p><b>Notes to teachers</b> <b>Caring and Creative teaching</b></p>	<p><b>Notes to teachers</b></p>	<p><b>Notes to teachers:</b> Please treat this subject matter carefully; you may need to adjust the lessons according to the group you have! CARING</p>	<p><b>Notes to teachers</b> Please treat this subject matter carefully; you may need to adjust the lessons according to the group you have!</p>

YEAR 10 LONG-TERM CURRICULUM MAP Social Science					
<p><b>Autumn 1</b> <u>Positive thinking</u> 3 lessons SMSC</p> <p>What is being positive and why is it important? Negative self-talk Positive role models</p>	<p><b>Autumn 2</b> <u>The Law/Human Rights</u> <u>Citizenship</u> SMSC</p> <p>4 lessons</p> <p>What are our rights and responsibilities? Basic human rights Why do human rights come in to conflict What happens when human rights are denied?</p>	<p><b>Spring 1</b> <u>WEX</u></p>	<p><b>Spring 2</b> <u>WEX</u></p>	<p><b>Summer 1</b> <u>Disrespect NoBody</u> SMSC</p> <p>Disrespect NoBody campaign, helps young people understand what a healthy relationship is.</p> <p><b>MATERIAL FOR THIS IS FOR YEAR 10 ONLY</b> <b>NEW: As of September 2018</b></p>	<p><b>Summer 2</b> <u>Health</u> 5 Lessons</p> <p>SMSC</p> <p>Emotional health Psychological health Eating disorders Physical health</p>
<p><b>Notes to teachers</b></p>		<p><b>Notes to teachers</b> Laptops/IT rooms may be useful</p>		<p><b>Notes to teachers</b> There are a few things at the start of the PowerPoint that you as the teacher need to read before starting this module</p>	
YEAR 11 LONG-TERM CURRICULUM MAP Social Science					
<p><b>Autumn 1</b> <u>Applications beyond Year 11</u> * Please book IT rooms or laptops for this module* 3 lessons</p>	<p><b>Autumn 2</b> <u>Disrespect NoBody</u> SMSC</p> <p>Disrespect NoBody campaign, helps young people understand what a healthy relationship is.</p> <p><b>MATERIAL FOR THIS IS FOR YEAR 11 ONLY</b> <b>NEW: As of September 2018</b></p>	<p><b>Spring 1</b> <u>Child Sexual exploitation</u> 3 lessons SMSC <u>Citizenship</u> Sexual abuse Sexual offences Human trafficking CSE scenarios</p>	<p><b>Spring 2</b> <u>Managing &amp; understanding money as an adult</u> 5 lessons <u>Citizenship</u> SMSC Personal finances Savings Mortgages</p>		
<p><b>Notes to teachers:</b> * Please book IT rooms or laptops for this module, as college applications are online*</p>	<p><b>Notes to teachers</b></p> <p>There are a few things at the start of the PowerPoint that you as the teacher need to read before starting this module</p>	<p><b>Notes to teachers</b> Please treat this subject matter carefully; you may need to adjust the lessons according to the group you have! You may need to build in more time for discussions.</p>		<p><b>Notes to teachers</b> Year 11 leave in the spring term</p>	
<p><b>Citizenship including British Values is covered in the following topics KS3:</b></p> <ol style="list-style-type: none"> <li>1. Global citizenship/British Citizenship</li> <li>2. Your local community</li> <li>3. Government and politics</li> <li>4. Government- Local, Central and European</li> <li>5. Also taught through Tutor-time sessions via LORIC (04/06/17)</li> </ol>			<p><b>Citizenship including British Values is covered in the following topics KS4:</b></p> <ol style="list-style-type: none"> <li>1. The Law /Human Rights</li> <li>2. Child Sexual exploitation</li> <li>3. Managing &amp; understanding money as an adult (personal finances)</li> <li>4. Also taught through Tutor-time sessions via LORIC (04/06/17)</li> </ol>		

**Please note:** if for any reason you finish the SOW early or you feel your class would like to complete an extra topic on something else, as well as what I have suggested, please feel free to use the other resources available: T:\Social science\Teaching Resources

**SMSC at Broadwater School. Social Science Curriculum.  
Jo Blanchfield updated 05/06/2017**

<p><b>Spiritual: Pupils’ spiritual development is shown by their:</b></p>	<p><b>Moral: Pupils’ moral development is shown by their:</b></p>
<ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• Use of imagination and creativity in their learning willingness to reflect on their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</li> <li>• Understanding of the consequences of their behavior and actions</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</li> </ul>
<ul style="list-style-type: none"> <li>• Learning to Learn’ Year 7</li> <li>• Safety Year 7</li> <li>• Friendship Year 7</li> <li>• Self-esteem’ Year 8</li> <li>• Health and well-being Year 8</li> <li>• Your Local Community Year 8</li> </ul>	<ul style="list-style-type: none"> <li>• SRE Year 9</li> <li>• Alcohol and Drugs Year 9</li> <li>• Communication Year 10</li> <li>• Positive thinking Year 10</li> <li>• Disrespect NoBody Year 10</li> <li>• Effective Revision Year 11</li> <li>• Disrespect NoBody Year 11</li> </ul>
<p align="center"><b>Social: Pupils’ social development is shown by their:</b></p>	<p align="center"><b>Cultural: Pupils’ cultural development is shown by their:</b></p>
<ul style="list-style-type: none"> <li>• Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</li> <li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> </ul>
<ul style="list-style-type: none"> <li>• Friendship Year 7</li> <li>• Relationships Year 7</li> <li>• Self-esteem Year 8</li> <li>• Your local community Year 8</li> <li>• Health and well-being Year 8</li> <li>• Government- local, central and European Year 9</li> </ul>	<ul style="list-style-type: none"> <li>• The Law and Human Rights Year 10</li> <li>• Communication Year 10</li> <li>• Health Year 10</li> <li>• Applications beyond Year 11</li> </ul>