



**Brighton Hill  
Community  
School**

Making success inevitable

# My World (Values) Curriculum

Parent Collaboration Event

9 September 2024



# Presentation coverage

- Why?
- What we teach & when?
- Who & How?

# Why?

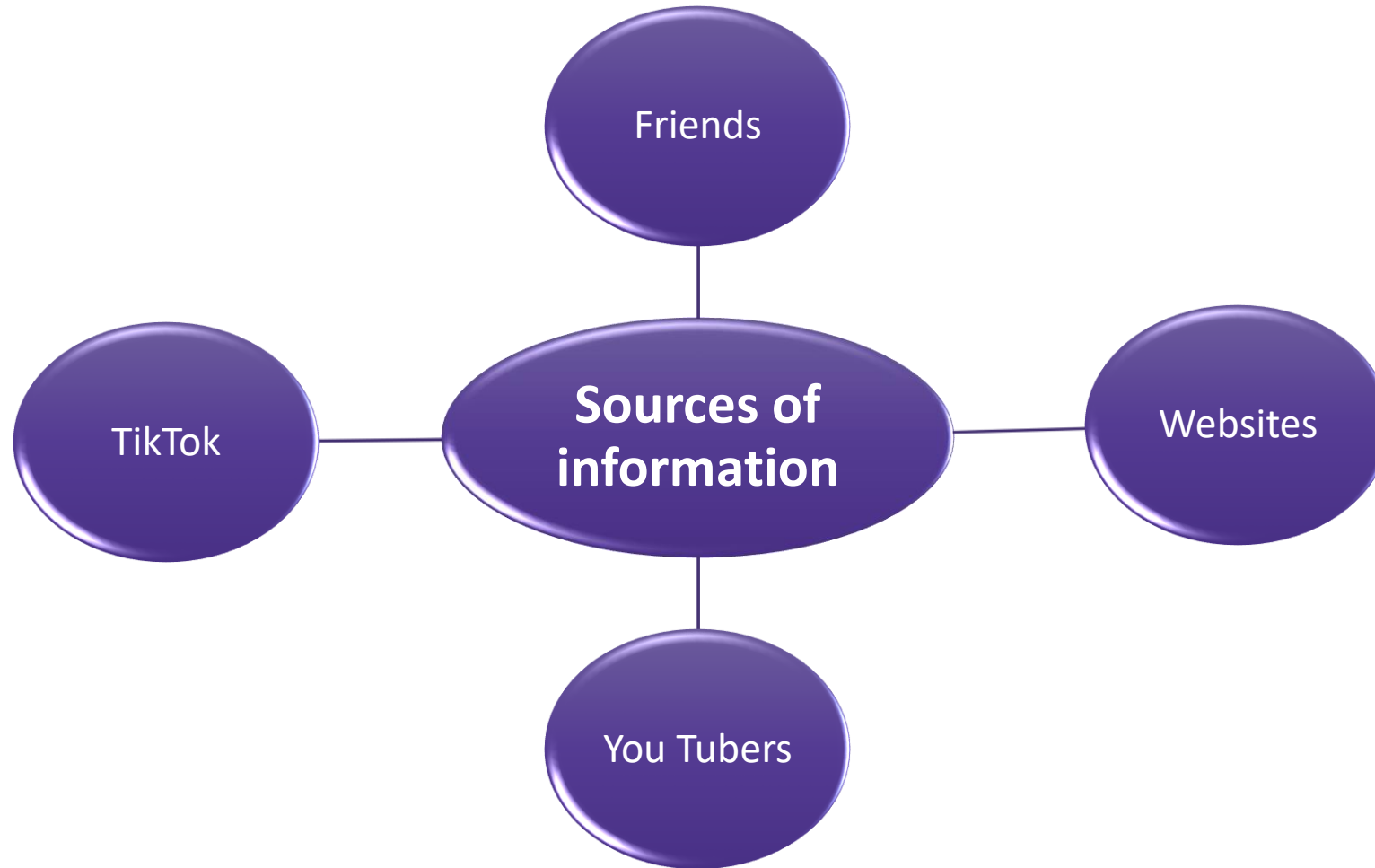
## Typical 1<sup>st</sup> experiences of young people aged 11-16

- Travel to school on their own
- Have 1st sleep over at a friend's house
- Travel into town without an adult
- Experience 1st date/1st kiss/falling in love/sexual experience
- Choice of how to spend money
- Witness/experience bullying
- Witness/experience of homophobia, racism
- Question body image
- Open bank account
- Start of puberty
- Offered (and tried) a cigarette/vape/alcohol
- Make choices about drug use
- Opportunity to join a gang
- Whether to carry a knife (or another weapon)
- Choices relating to career
- Using contraception
- Be responsible for own actions in law (10 years old)

**How are young people going to learn the skills and knowledge to manage these experiences?**



# Where young people get their knowledge



How reliable are they?

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# Introduction to 'My World'

## Statutory curriculum:

- PSHE
- RSE
- Citizenship
- British Values
- Prevent

All underpinned by  
SMSC development

## Values Strands:

- UK: Democracy & Law
- International: Democracy & Law
- Respect & Equality
- Citizenship & Community
- Health & Wellbeing
- Relationships
- Finance
- Careers Advice & Guidance

# British Values

## British Values

### Individual Liberty

- Freedom of speech for all
- The right to make our own choices

### The Rule of Law

- Understanding rules and why they are important
- Following rules to develop order



### Mutual Respect

- Treating others as you want to be treated
- Respect for each other
- Working together

### Tolerance

- Learning about different faiths and cultures
- Listen to other viewpoints
- Learning about diversity

### Democracy

- Making decisions together
- The right to an opinion/voice

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# Overview

Term	Values strands	Example content
Autumn	International: Democracy & Law	Where our law comes from Role of police
	UK: Democracy & Law	Role of UN, Commonwealth, Parliament, political parties, local government Importance of voting
	Respect & Tolerance	Discrimination (9 protected characteristics under the Equality Act) Radicalisation
	Citizenship & Community	Importance of community and how they can work for the benefit of it
	Finance (Y11)	Interpreting pay slips, debt, APRs, risk & reward
Spring & Summer 1	Health & Wellbeing	Physical and mental health, changing hormones Gambling
	Relationships	Gangs & peer pressure, safe relationships – on and offline, consent, RSE
Summer 2	Finance	Budgeting, debt and types of borrowing, consumer law
	Careers	Competencies for the workplace (Barclays life skills) – Communication, leadership, problem solving



# Autumn term by YG

Y7	Y8	Y9	Y10	Y11
<p>What are public institutions? Where do our values/behaviours come from? The law and the role of police. Volunteering. Tolerance &amp; harmony – different but the same. Respectful relationships. Identifying &amp; combatting discrimination. What makes a good community?</p>	<p>Development of the UK political system. Voting &amp; parliament. Separation of powers in the UK. The role of the police. The role of the UK courts of law. Citizens work together to improve communities. Human rights – freedom to hold different beliefs. Respecting religion. Tackling age discrimination. Contributing positively to the community.</p>	<p>The role of political parties. Different electoral systems. Human Rights legislation. Liberties due to the Equality Act. Where UK law comes from. Social enterprise. How prejudice can lead to extremism. Sexual identity &amp; discrimination. Religious &amp; ethnic diversity. Disability and the dangers of stereotyping.</p>	<p>The UK's relationship with the rest of the world. Different types of government. Why vote? Respect for the law. Legal boundaries. Does faith have to divide? What does respect look like? How Britain became multicultural. Gender identity and discrimination. Contributing positively to the community.</p>	<p>Next steps (after full time education and money). Payslips explained. Budgeting. Money &amp; mental health. Borrowing, repaying and interest. Manageable and unmanageable debt. Types of personal financial risk. Investments. Protecting yourself (financially). Types of insurance. Protecting yourself from financial scams.</p>



# Advance notice of Citizenship & Community Xmas project

YG	Xmas Community Project	Deadline
7	Shoe box appeal	8/11/24
8	Community Christmas card competition	15/11/24
9	Christmas bauble decorating	29/11/24
10&11	Foodbank collection	6/12/24



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# Who?

## Your child's Tutor:

- It's really important that students feel that My World lessons are a safe place to ask questions – your child is most likely to feel comfortable asking their Tutor
- Tutors best know your child and their circumstances

# Our role as educators

1. To teach facts, not opinion
2. Use the Law to guide our responses to students

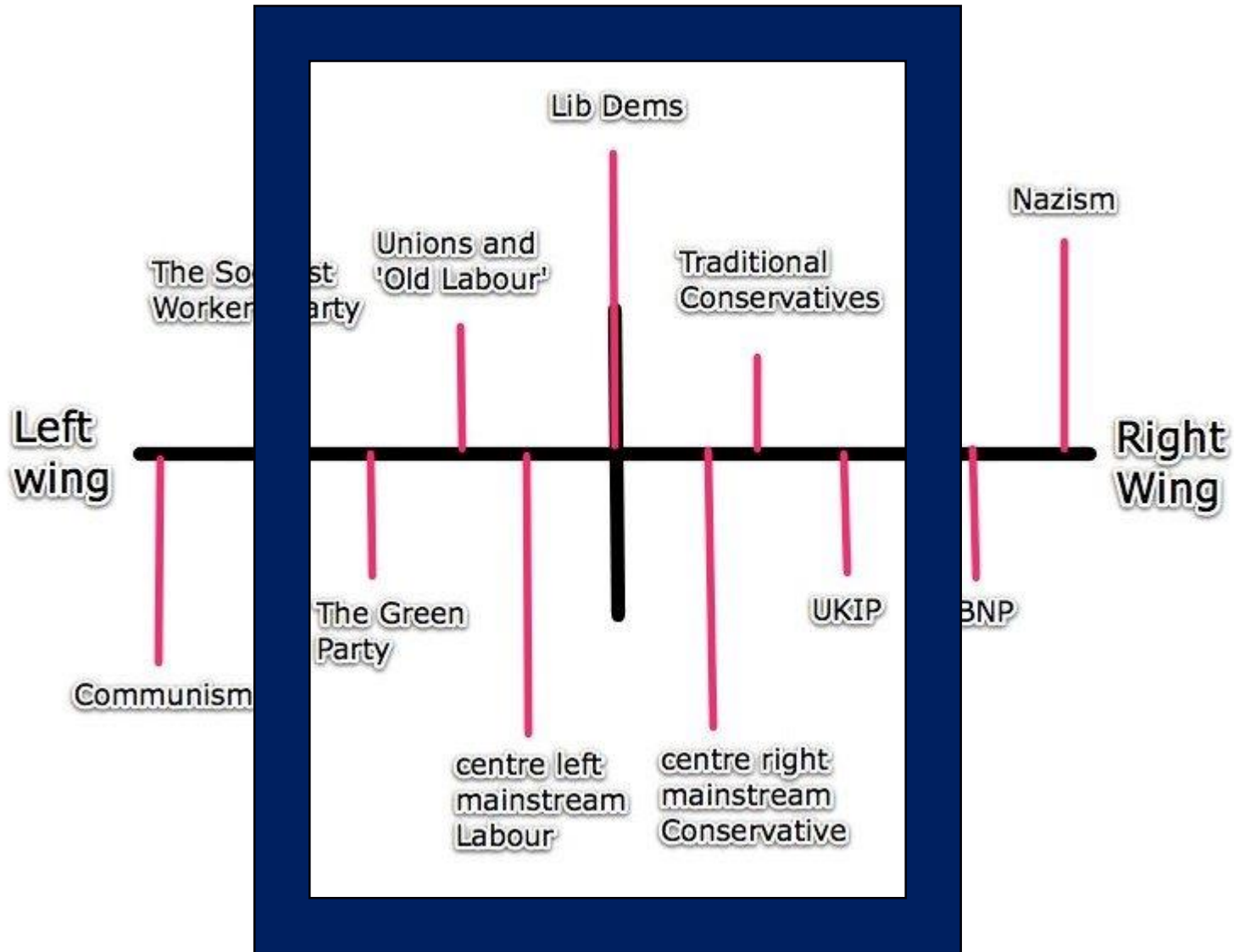
Specifically pertinent this term:

1. To be politically neutral (for those political views that promote principles that underpin our society such as tolerance and respect)
2. Keep a balance between opposing views
3. To not give discussion time that promotes extreme political parties/opinions – keep to the facts of what they believe

The 'code of conduct' issues by the government:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1050134/6.7731\\_DfE\\_Political\\_Impartiality\\_Guidance\\_Pamphlet\\_WEB\\_004.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1050134/6.7731_DfE_Political_Impartiality_Guidance_Pamphlet_WEB_004.pdf)

# Politics



# Creating the right environment – expectations of students

In our My World lessons, I will remember:

1. To listen to other people's point of view and expect to be listened to.
2. To use the correct words rather than slang words as they may be offensive.
3. To not ask questions that try to embarrass anyone else.
4. To be open and honest but not directly discuss my own or others personal lives in a way that others could identify who I am talking about.
5. To keep what has been shared in the room unless I am concerned someone is at risk, in which case I will follow the schools safeguarding policy and encourage them to seek help.
6. It is OK to disagree with other people, but I will not judge anyone or put them down.
7. To not make assumptions about other people's values, attitudes, behaviours, life experiences or feelings.





# How?

1. 2x 30 minutes slots per week both during afternoon registration
2. There is progression within the values strands from year to year
3. The DLDs each term link to the themes of the My World lessons for that term
4. Consolidation of half termly assessment – multiple choice/short answer questions
5. One week per term students will have the opportunity to be creative with what they have learnt in My World across that term
  1. Tutor display

# Deep Learning Days

Term	Theme
Autumn (17/10/24)	Respect & Equality
Spring (18/3/25)	Keeping Healthy & Safe
Summer (2/7/25)	Careers

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# Have a concern?

1. If it's about an aspect of the curriculum, contact me (Mrs W Moore)
2. If it's how your child may respond to a topic, please contact your child's tutor
  1. If there is a particular topic that may cause your child to be distressed, do please let their Tutor know asap so they can plan ahead for this
  2. Topics are outlined in this PPT which will be uploaded to the school website or can be found in the curriculum email you are sent each half term

All lessons are uploaded to the Tutor programme Teams page for each YG





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