



The Halifax Academy

Character

**“Never mistake knowledge for wisdom. One helps you make a living;
the other helps you make a life.”**

Eleanor Roosevelt

Our unique **Character Curriculum** runs alongside our academic curriculum, and it underpins a school-wide approach designed to give every student not just the best possible start in life but a mixture of life-long skills and awareness that will help them forever. Based around our three key pillars of **Heart, Mind, Connect**, it's about developing students into wise, conscientious and insightful citizens while giving them the personal qualities and confidence they'll need to be happy, healthy and fit for whatever future lies ahead of them.

At every point in their school life here, students are actively taught and encouraged to develop a strong moral compass and the skills and confidence to act on it, whether that's by doing the right thing, leading by example or speaking out on behalf of those without a voice. We teach British values of kindness, tolerance and social responsibility, as well as talking to students about how governance and power structures work in the wider UK. We nurture everyday qualities too, like courage and perseverance, and the resilience students will need for taking risks and sometimes failing at things they love. Communication is another recurring theme, and the work we do gives students the all-round skills and confidence to be great communicators in any situation at school, home or out in the wider world.

Staying safe and well is another theme of our **Character Curriculum** and we cover a wide range of essential everyday topics, from making good choices, dealing with peer pressure and keeping safe online through to the importance of good sleep and staying well physically, mentally and emotionally. For our adolescent students these are particularly important subjects, and sometimes challenging ones too, but the self-care habits they learn here will help them for the rest of their lives as well as while they're here. We also talk about identity, and we help our students understand their place within their families, communities and the world as a whole. Above all, we help them grow into proud and confident adults, and fine representatives of whichever ethnic or religious community they're from.

While much of this learning takes place in the classroom, we also get students involved with community and charity groups, like the local foodbank and our own community kitchen. Our Big Learning Lessons is another initiative that breaks with schooling convention, here using our Great Hall to bring older students together at least three times every year in order to help them achieve four key objectives: Develop Voice, Build Consensus, Learn Together and Create Community. We also use our internal structures and relationships to help support children and develop their character throughout the year groups, like our house, prefect and ambassador schemes, a buddy system for younger children and dedicated 'leaders' for sport and play.

Ultimately, we think the best way to help students thrive long term is to let them experience first-hand the value of mutual respect, collective effort and human connections with others, and at the same time give them the soft skills and emotional intelligence to make contributions of their own to all three. That's exactly what our Character Curriculum is about.



Curriculum Overview - Character



Phase 1

Personal and Social Development Statutory Framework EYFS 21 NC

	Term 1	Term 2	Term 3
Know and remember	<p>Talk about feelings, welcome distractions when upset, increasingly follow rules, know likes and dislikes, organise belongings in the morning. manage personal hygiene, build constructive and respectful relationships, express feelings and consider the perspectives of others, take turns and share resources, independently choose where they would like to play.</p>	<p>Show pride in achievements, understand behavioural expectations of the setting, right from wrong and try to behave accordingly, Manage their own needs, kindness, persistence, make choices, reflecting on their own work and work of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine.</p>	<p>Beginning to know that children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> <p>Confidence, resilience and perseverance, identification and moderation of own feelings, challenge and enjoy the process, feelings</p>



Curriculum Overview - Character



Phase 1

Year 1	Term 1	Term 2	Term 3
Assembly themes <i>Primary phase assembly themes linking to HMC and British Values</i>	<p>Who am I and change?</p> <ul style="list-style-type: none"> • What makes me who I am? (BV) • Creating self esteem • Good mental health • Good physical health • Rights and responsibilities (BV) • Success and defeat • Respect (BV) <p>How do I and others learn?</p> <ul style="list-style-type: none"> • Reset to half term - rules and responsibilities • Being resilient – Remembrance • Anti-Bullying/Road Safety • What is resourcefulness? • Why is effort important? • Why do we fall out and how do we solve problems?(BV) • When I grow up 	<p>Who makes up my community?</p> <ul style="list-style-type: none"> • Community = team (BV) • What is empathy? • Why is different important? • Why have rules? (BV) • Tolerating others (BV) • Standing up for what is right • How can I make my community stronger? (BV) <p>Why should we care for others?</p> <ul style="list-style-type: none"> • What is charity? • Why should I give to others? • MeMeMe (selfishness) • How do others feel? • One world, one people (BV) • Amazing acts of kindness 	<p>Who is responsible for the wider world?</p> <ul style="list-style-type: none"> • Caring for the planet • How are we destroying our home? • Can we change the future? • How can we change things? (democracy) (BV) • Do my rights trump other peoples? (democracy) (BV) <p>How can I work for a better future?</p> <ul style="list-style-type: none"> • Being a better person –start with me • Avoiding stereotypes (BV) • Why do people move? (opportunity and safety) • How can we improve the world? • Does technology mean improvement? • What will tomorrow bring? (transition)
Themed Weeks/Days <i>Through school themed weeks</i>	<p><i>Anti Bullying Week November</i> <i>Remembrance Day November</i> <i>Road Safety Week November</i> <i>Black History Month October</i></p>	<p><i>Children's Mental Health Week February</i> <i>Holocaust Memorial Day January</i> <i>Safer Internet Week/Day February</i> <i>World Book Day March</i> <i>National Apprenticeship Week/National Careers Week March</i> <i>Steam Week March</i> <i>Stand up to Bullying Day February</i></p>	<p><i>Mental Health Awareness week</i> <i>Walk to School Week May</i> <i>Child Safety Week June</i> <i>Healthy Eating Week June</i> <i>Creativity and Innovation Day</i></p>



Curriculum Overview - Character



Phase 1

Year 1	Term 1	Term 2	Term 3
Relationships Education (specific lessons)	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> • Same or different • Surprises and secrets • Taking care of a baby • Our special people – balloons. <p>Caring Friendships:</p> <ul style="list-style-type: none"> • Good friends • Harold has a bad day • How are you listening? • It's not fair • Unkind, tease or bully 	<p>Being Safe:</p> <ul style="list-style-type: none"> • Thinking about feelings • Who can help? <p>Online Relationships:</p> <ul style="list-style-type: none"> • Sharing pictures - thinkuknow 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • Harold's school rules • Pass on the praise • Taking care of something • Why do we have classroom rules?
Wellbeing	<p>H1-3 What keeping healthy means; different ways to keep healthy; about foods that support good health and the risks of eating too much sugar; about how physical activity helps us to stay healthy; and ways to be physically healthy</p> <p>H11-24 Managing and dealing with feelings (Character/Assemblies)</p> <p>Toothbrushing programme - Oral hygiene Year 1 and EYFS</p>		
Vertical & horizontal interleaving	<p>Science Year 1; PE (all years); school assemblies (all years)</p>	<p>PE (all years); school assemblies (all years)</p> <p>Internet safety – computing SOW</p>	<p>First aid sessions – Challenge training H43-44</p> <p>PE (all years); school assemblies (all years)</p>



Curriculum Overview - Character



Phase 2

Year 2	Term 1	Term 2	Term 3
Relationships Education (specific lessons)	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> • My special people <p>Caring Friendships:</p> <ul style="list-style-type: none"> • A helping hand • An act of kindness • Being a good friend • Getting on with others • Solve the problem • When someone is feeling left out 	<p>Being Safe:</p> <ul style="list-style-type: none"> • Feeling safe • Fun or not • Respecting privacy • Should I tell? • What should Harold say? <p>Online Relationships:</p> <ul style="list-style-type: none"> • Playing games - thinkuknow 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • Bullying or teasing • Don't do that • How do we make others feel? • Our ideal classroom • Types of bullying • What makes us who we are?
Wellbeing	<p>H1-3 What keeping healthy means; different ways to keep health; about foods that support good health and the risks of eating too much sugar; about how physical activity helps us to stay healthy; and ways to be physically healthy</p> <p>H11-24 Managing and dealing with feelings (Character/Assemblies)</p>		
Vertical & horizontal interleaving	PE (all years); school assemblies (all years)	BLL – How can I keep good mental and physical health (Yrs 2,3,4) Science Year 2; PE (all years); school assemblies (all years) Internet safety – computing SOW	First aid sessions – Challenge training Science Year 2; PE (all years); school assemblies (all years)
Year 3	Term 1	Term 2	Term 3
Relationships Education (specific lessons)	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> • Let's celebrate our differences <p>Caring Friendships:</p> <ul style="list-style-type: none"> • Friends are special • How can we solve this problem? • Looking after our special people • Relationship tree 	<p>Being Safe:</p> <ul style="list-style-type: none"> • Dan's dare • Danger or risk • Safe and unsafe • Secret and surprise • The risk robot <p>Online Relationships:</p> <ul style="list-style-type: none"> • I am fantastic • Raisin challenge • Super searcher 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • For or against • Our friends and neighbours • Respect and challenge • Thunks • Zeb
Wellbeing	<p>KS2 H1-6 How to make informed decisions about health; about the elements of a balanced, healthy lifestyle; about choices that support a healthy lifestyle, and recognise what might influence these active everyday; how to recognise that habits can have both positive and negative effects on a healthy lifestyle; about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>KS2 H17-24 Managing and dealing with feelings and emotions (Character/Assemblies)</p>		
Vertical & horizontal interleaving	Touchstone text – Fantastic Mr Fox (morality, others in the community) L4 PE (all years); school assemblies (all years)	BLL – How can I keep good mental and physical health (Yrs 2,3,4) PE (all years); school assemblies (all years) Parts of the human body; five senses; skeleton; healthy lifestyles PSHCE – healthy eating (Y1 / Y2) PE – muscles Year 3 Science – nutrition, skeletons, teeth and muscles Internet safety – computing SOW	Touchstone text: English – The Iron Man (friendships) Yr 3 R1/ R9 First aid sessions – Challenge training H43-44 PE (all years); school assemblies (all years)



Curriculum Overview - Character

Phase 2



Year 4	Term 1	Term 2	Term 3
Relationships Education (specific lessons)	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> • Friend or acquaintance • The people we share our world with • What would I do? <p>Caring Friendships:</p> <ul style="list-style-type: none"> • An email from Harold • Can you sort it? • Keeping ourselves safe • Making choices • Ok or not ok 	<p>Being Safe:</p> <ul style="list-style-type: none"> • Who helps us stay healthy and safe? <p>Online Relationships:</p> <ul style="list-style-type: none"> • Danger, risk or hazard? • How dare you? • Raising challenge 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • How do we make a difference? • Human machines • In the news • Safety in numbers • Secret or surprise • Under pressure • What makes me ME?
Wellbeing	<p>KS2 H6 & H11 What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay; how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H16 Strategies and behaviours to support mental health including how good quality sleep, physical exercise etc can support mental health and wellbeing. (Character/Assemblies)</p> <p>KS2 H17-24 Managing and dealing with feelings and emotions (Character/Assemblies)</p>		
Vertical & horizontal interleaving	<p>Touchstone text: English – Kensuke’s Kingdom (dealing with life changes) H23 PE (all years); school assemblies (all years)</p>	<p>BLL – How can I keep good mental and physical health (Yrs 2,3,4) Internet safety – computing SOW PE (all years); school assemblies (all years)</p>	<p>BLL – Change and moving on – Why do we need to move on in life and how can we grow with this? (Transition links) First aid sessions – Challenge training H43-44 Text: Johann Gutenberg and the printing press (use and control of information) L16 PE (all years); school assemblies (all years) Year 4 Science – digestive system and teeth</p>



Curriculum Overview - Character



Phase 3

Year 5	Term 1	Term 2	Term 3
Relationships Education (specific lessons)	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> • The land of the red people <p>Caring Friendships:</p> <ul style="list-style-type: none"> • Being assertive • Give and take • How good a friend are you? • It could happen to anyone • Qualities of friendship • Relationship cake recipe 	<p>Being Safe:</p> <ul style="list-style-type: none"> • Dear Ash • Independence and responsibility • Would you risk it? <p>Online Relationships:</p> <ul style="list-style-type: none"> • Fact or opinion • Play, like share – Thinkuknow 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • Ella's diary dilemma • Happy being me • Kind conversations <p>Period talk/Wet dreams - Year 5/6 pupils</p>
Wellbeing	<p>KS2 H17-24 Managing and dealing with feelings and emotions (Character/Assemblies)</p> <p>KS2 H31 The physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) non-statutory</p> <p>H32-34 How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene; about where to get more information, help and advice about growing and changing, especially about puberty. (Science/Character)</p>		
Vertical & horizontal interleaving	<p>Touchstone Text – The invention of Hugo Carbret (differences/similarities, respond respectfully to a range of people) R31-33</p> <p>PE (all years); school assemblies (all years)</p>	<p>Internet safety – computing SOW</p> <p>PE (all years); school assemblies (all years)</p>	<p>Year 5 Touchstone Text - Goodnight Mr Tom (family, relationships, range of families) R6-8</p> <p>First aid sessions – Challenge training H43-44</p> <p>BLL – How to become the best person I can be by using the skills that I have? (link to transition) H35/36</p> <p>PE (all years); school assemblies (all years)</p> <p>Year 5 Science – life and body changes with age including animal reproduction</p> <p>Year 5 – wet dreams and menstruation – non-statutory</p>
Year 6	Term 1	Term 2	Term 3
Relationships Education (specific lessons)	<p>Families and people who care for me:</p> <ul style="list-style-type: none"> • Advertising Friendships • Dan's day • Helpful or unhelpful • Joe's story <p>Caring Friendships:</p> <ul style="list-style-type: none"> • Behave yourself • Ok to be different • Solve the friendship problem • What's the risk? 	<p>Being Safe:</p> <ul style="list-style-type: none"> • Dear Ash <p>Online Relationships:</p> <ul style="list-style-type: none"> • Fakebook Friends • I look great • Media manipulation • Think before you click • What's the risk? 	<p>Respectful relationships:</p> <ul style="list-style-type: none"> • Assertiveness Skills • Boys will be boys • Respecting differences • Tolerance and respect for others • Two sides to every story <p>Period talk/Wet dreams - Year 5/6 pupils</p>



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Phase 3

Year 6	Term 1	Term 2	Term 3
Wellbeing	<p>KS2 H17-24 Managing and dealing with feelings and emotions (Character/Assemblies)</p> <p>KS2 H46-50 The risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break; to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others; to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others; about why people choose to use or not use drugs (including nicotine, alcohol and medicines); about the mixed messages in the media about drugs, including alcohol and smoking/vaping; about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns (Science)</p>		
Vertical & horizontal interleaving	<p>Touchstone text: The girl of ink and stars (environment) L5 PE (all years); school assemblies (all years)</p>	<p>Internet safety – computing SOW PE (all years); school assemblies (all years)</p>	<p>Touchstone Text: Wonder (disability, family and friendships) R19-21 First aid sessions – Challenge training H43-44 BLL – How to become the best person I can be by using the skills that I have? (link to transition) H35-36 PE (all years); school assemblies (all years) Year 6 Science – the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p>

SECONDARY PHASE

Year 7	Cycle 1	Cycle 2	Cycle 3
Tutor Time: Know & Remember	<p>Induction: Living in My World: Social norms at THA and the values of our school community. How to conduct ourselves safely and kindly</p> <p>Wellbeing: You've Got a Friend What is a good friendship? How can friendships change or become abusive? Mental wellbeing, signs and types of mental health issues and how to get help in school and out</p> <p>Learning: How to be a Great Learner Structuring home learning; connecting knowledge; how we learn at THA</p>	<p>Careers: Living in the Wider World: Dreams and Goals Introduction to Unifrog; Dream Jobs; what are employable skills?; personal interests and creating a careers journal</p> <p>Connect: Living in the Wider World: Food Poverty What is hunger and how can we root it out? Our own Community Kitchen</p>	<p>Voice: Bullying: What is bullying and how can we deal with it? Strategies for responding to bullying, cyber bullying, and using the internet positively and safely</p>



Curriculum Overview - Character

Phase 3



Year 7	Cycle 1	Cycle 2	Cycle 3
Wellbeing Curriculum	<p>You've got a friend. Understanding what makes a good friend and different types of relationships. Personal values, trust and gender roles in a relationship. Gender stereotypes and diversity. Race, religion and sexual orientation discrimination What is a marriage?</p>	<p>New Year, New Me Healthy lifestyles: diet, exercise, sleep, personal hygiene and spread of infection. Heart health and cancer risks. Mental wellbeing including healthy body image. Supporting others with mental health and support services available</p>	<p>Dreams and Goals Morals, values and the importance of goal setting for success. Different types of work, including employed, self-employed Planning for future employability skills</p>
Vertical & horizontal interleaving	<p>BLL: What are our Values? (7) How can we make knowledge stick? (7) The Learning Pit (7) The Bystander Effect (8)</p> <p>Computing Online bullying: online relationships; privacy and security</p> <p>English: Yr 7 Cycle 1: Identity and Self</p> <p>RE: Yr 7 Cycle 1: Beliefs and Morals</p> <p>Science: Yr 7 Cycle 1: The Science of Wellbeing; 'How and Why Our Bodies Change' (puberty, menstrual cycle, menopause, sexual intercourse, pregnancy, childbirth)</p> <p>Citizenship and Ethics: Beliefs and Values Students explore key British values: Democracy, the rule of law and individual liberty</p>	<p>BLL: What are our Values? (7)</p> <p>Food Technology: Yr 7 Healthy Eating</p> <p>Science: Yr 7 Cycle 2: Smoking and exercise</p> <p>Geography: Yr 7 Cycle 1: Climate and Development</p> <p>Citizenship and Ethics: Beliefs and Values Students continue exploring key British values: Democracy, the rule of law and individual liberty</p>	<p>BLL: What are our Values? (7) The Bystander Effect (8)</p> <p>Computing: e-safety</p> <p>Citizenship and Ethics: Community Student learn about the role we play in our community and how we can work together to better the community we live in</p>
Themed Weeks	<p><i>Anti-Bullying Week</i> <i>Remembrance Day</i> <i>Road Safety Week</i> <i>Black History Month</i> <i>Parliament Week</i></p>	<p><i>Holocaust Memorial</i> <i>Safer Internet Day</i> <i>National Apprenticeship Week</i> <i>National Careers Week</i> <i>Stem Week</i> <i>Safer Internet Day</i></p>	<p><i>Mental Health Awareness week</i> <i>Walk to School Week</i> <i>Child Safety Week</i> <i>Healthy Eating Week</i> <i>Creativity and Innovation Day</i></p>



Curriculum Overview - Character

Phase 4



Year 8	Cycle 1	Cycle 2	Cycle 3
Tutor Time: Know & Remember	<p>Induction: Living in My World: Social norms at THA and the values of our school community. How to conduct ourselves safely and kindly. Introduction to Phase 4</p> <p>Learning: How to be a Great Learner: Solving problems; characteristics and skills of a good learner; the importance of collective responsibility</p> <p>Connect: Charity foodbank hamper; looking after others in the community</p>	<p>Careers: Dreams and Goals: UniFrog review and making effective choices and C&K Careers Group interviews</p> <p>Wellbeing: Healthy lifestyles: diet, exercise, sleep, personal hygiene and spread of infection. Heart health and cancer risks. Mental wellbeing including body image and healthy eating</p>	<p>Voice: Gangs: Staying safe; useful organisations including those for street and knife crime; grooming gangs (county lines)</p>
Wellbeing Curriculum	<p>Staying Safe Staying safe from people online including sexting and consent. Managing feelings from relationships including loss, separation or divorce. Different identities and the roles of parents, step-parents, carers. How to ask for help from other support services</p> <p>Computing: Online bullying; online relationships</p>	<p>New Year, New Me Diet, exercise, sleep and personal hygiene. Risks of drugs, alcohol and tobacco consumption. Our school community; race, religion and cultural norms. Performing CPR</p> <p>Food Technology: Yr 8 Healthy Eating</p>	<p>Dreams and Goals The tension between diverse cultures, British Law and Religion including everybody's human rights. Why is Health and Safety important in the workplace and how does the law protect us?</p> <p>Science: Yr 8 Science of Wellbeing 'How Substances Affect Our Bodies' Tobacco and Vaping, Cannabis and THC, Alcohol, what is in a Takeaway meal? What are vitamins and minerals?</p> <p>RE: Yr 8 Cycle 3: Religion and Discrimination</p> <p>Citizenship and Ethics: British Values - Students learn about the role of liberty and the rule of law in tackling prejudice</p>
Vertical & horizontal interleaving	<p>BLL: The Bystander Effect (8) The Power of Yet (8)</p>	<p>BLL: The BIG Paint, Rounded with a Sleep (9), Mind Your Language (9), Creature Comforts (9)</p>	
Themed Weeks	<p><i>Anti-Bullying Week</i> <i>Remembrance Day</i> <i>Road Safety Week</i> <i>Black History Month</i> <i>Parliament Week</i></p>	<p><i>Holocaust Memorial</i> <i>Safer Internet Day</i> <i>National Apprenticeship Week</i> <i>National Careers Week</i> <i>Stem Week</i> <i>Safer Internet Day</i></p>	<p><i>Mental Health Awareness week</i> <i>Walk to School Week</i> <i>Child Safety Week</i> <i>Healthy Eating Week</i> <i>Creativity and Innovation Day</i></p>



Curriculum Overview - Character

Phase 4



Year 9	Cycle 1	Cycle 2	Cycle 3
Tutor Time Know & Remember	<p>Induction: Living in My World: Social norms at THA and the values of our school community. How to conduct ourselves safely and kindly. Success in Phase 4</p> <p>Learning: How to be a Great Learner: Self-confidence; revision and memory techniques; logical approaches and effective learning behaviours; peer pressure and the learning pit bites back</p> <p>Connect: Charity foodbank hamper; looking after others in the community</p>	<p>Careers: Dreams and Goals: All I need to know about the labour market and post 16, apprenticeships and University</p> <p>Wellbeing: Healthy lifestyles: diet, exercise, sleep, personal hygiene and spread of infection. Healthy choices: effects of drug abuse, peer pressure, immunisation and vaccination</p>	<p>Voice: Body Image Managing our sense of self and our own body image; how to manage the pressure from others; is there such a thing as perfect?</p>
Wellbeing Curriculum	<p>Staying Safe: Discrimination; gender stereotypes, sexual orientation discrimination, race and religion discrimination, abusive relationships, grooming, sexual harassment and violence. Staying safe in the local community and online; impact of viewing sexually explicit materials; legality of indecent images of children (youth produced sexual imagery); consent</p>	<p>Staying Healthy: Ways to build resilience; self-esteem and confidence. Managing physical and mental changes through adolescence. Making healthy choices: how sexual relationships impact our health; how to manage sexual pressure; grooming; the risks of FGM</p>	<p>Dreams and Goals: The Apprentice – enterprise and managing risk. Managing our money – budgets and planning ahead. The risks of gambling</p>
Vertical & horizontal interleaving	<p>BLL: Mind Your Language</p> <p>RE: Yr 9 Cycle 3: Beliefs, Identity and Diversity</p> <p>Computing: Online bullying; online relationships; privacy and security</p> <p>Citizenship and Ethics: British Values - Students learn about mutual respect and understanding as part of their unit on diversity and tolerance</p>	<p>BLL: Rounded with a Sleep Creature Comforts</p>	<p>BLL: Science of Wellbeing: Yr 9 Cycle 3: Science of Wellbeing; mental health, sleep, drugs and medicines, healthy relationships, check yourself (monitoring and owning our own health)</p> <p>Food Technology: Yr 9 Healthy Eating</p> <p>RE: Yr 9 Cycle 2 & 3: The kindness of humanity</p> <p>Computing: Copyright and ownership; Managing online information</p>
Themed Weeks	<p><i>Anti-Bullying Week</i> <i>Remembrance Day</i> <i>Road Safety Week</i> <i>Black History Month</i> <i>Parliament Week</i></p>	<p><i>Holocaust Memorial</i> <i>Safer Internet Day</i> <i>National Apprenticeship Week</i> <i>National Careers Week</i> <i>Stem Week</i> <i>Safer Internet Day</i></p>	<p><i>Mental Health Awareness week</i> <i>Walk to School Week</i> <i>Child Safety Week</i> <i>Healthy Eating Week</i> <i>Creativity and Innovation Day</i></p>



Curriculum Overview - Character

Phase 5



Year 10	Term 1	Term 2	Term 3
Know & Remember	<p>Induction: Living in My World: social norms at THA and the values of our school community. How to conduct ourselves safely and kindly. Success in Phase 5</p> <p>Learning: How to be a Great Learner Making the right decisions for yourself; peer pressure and learning. Effective revision techniques and independent practice</p> <p>Connect: Charity foodbank hamper and looking after others in the community</p>	<p>Voice: Digital Literacy Safe ways to create and share content online. Different types of intimacy — including online — and their potential emotional and physical consequences (both positive and negative)</p> <p>Wellbeing: Healthy lifestyles including emotional self-regulation, toxic relationship and consent</p>	<p>Careers: Dreams and Goals Aiming high and embracing new challenges; matching your future career to your strengths and skills; challenging career stereotypes and writing effective CVs</p>
Wellbeing Lessons	<p>Staying Safe: Strong, stable and committed relationships and when they go wrong</p> <p>Relationships, sexual activity, religion, diversity and discrimination. Equality. Consent, advice and contraception</p> <p>Online relationships the risks of harassment and pornography</p>	<p>Staying Healthy: Mental wellbeing, signs and types. Benefits of sleep quantity and quality necessary</p> <p>Cosmetic and aesthetic treatments and the risk of having this type of surgery</p> <p>Illegal drug risks, effects of smoking and alcohol</p> <p>Identifying risk and managing personal safety online, new social settings and in the workplace</p> <p>CPR and use of defibrillators</p>	<p>Dreams and Goals: Aiming high and embracing new challenges; matching your future career to your strengths and skills; challenging career stereotypes; post 16 pathways. Interview skills day</p> <p>Budgeting, saving and financial decisions. The risk involving financial decisions and services to support in financial need</p>
Vertical & horizontal interleaving	<p>BLL: Where do I start? My Teenage Brain How do you Eat an Elephant?</p> <p>Computing: Ethics; online relationships; privacy and security</p> <p>RE: How do people work for peace?</p>	<p>BLL: My Teenage Brain Computing: Privacy and security</p> <p>Copyright and ownership: Managing online information</p> <p>RE: Y10 Cycle 2: How does the world work?</p> <p>Citizenship and Ethics: International organisations advocating for human rights and the role of the community</p>	<p>BLL: Where do I start? How do you Eat an Elephant?</p> <p>RE: Touchstone Curriculum Moment Students apply theological, philosophical and sociological lenses to current affairs</p>
Themed Weeks	<p>Anti-Bullying Week Remembrance Day Road Safety Week Black History Month Parliament Week</p>	<p>Holocaust Memorial Safer Internet Day National Apprenticeship Week National Careers Week Stem Week Safer Internet Day</p>	<p>Mental Health Awareness week Walk to School Week Child Safety Week Healthy Eating Week Creativity and Innovation Day</p>



Curriculum Overview - Character

Phase 5



Year 11	Cycle 1	Cycle 2	Cycle 3
Know & Remember	<p>Induction: Living in My World: social norms at THA and the values of our school community. How to conduct ourselves safely and kindly. Success in Phase 5</p> <p>Learning: How to be a Great Learner 2 Making the right decisions for yourself; revision planning and techniques; using your time effectively; juggling time, work and friends</p> <p>Connect: Charity foodbank hamper; looking after others in the community</p>	<p>Careers: Dreams and Goals Writing CVs; applications for 6th forms and apprenticeships; preparing for interviews and how to ace them</p>	
Wellbeing Lessons	<p>Staying Safe: Parenting, families and young parenthood. Pregnancy and fertility issues. Managing mature relationships. Sexual images online</p>	<p>Staying Healthy: Gambling and substance misuse; lifestyle choices, self-examination and cancer; anxiety and depression; positive self-image</p>	
Vertical & horizontal interleaving	<i>Culmination of all threads woven through Character</i>	<i>Culmination of all threads woven through Character</i>	
Themed Weeks	<p><i>Anti-Bullying Week</i> <i>Remembrance Day</i> <i>Road Safety Week</i> <i>Black History Month</i> <i>Parliament Week</i></p>	<p><i>Holocaust Memorial</i> <i>Safer Internet Day</i> <i>National Apprenticeship Week</i> <i>National Careers Week</i> <i>Stem Week</i> <i>Safer Internet Day</i></p>	