

CHARACTER OVERVIEW; ASPIRE, PPE, SMSC, PSHE, BV, RE, Leadership

Examples of links to;

Relationships

Health & Wellbeing

Living in the wider world

Direct link to school WOW scheme

PREVENT/British Values

LEADERSHIP SPECIALISM

Induction Week Overview - King's Values

Year 7	ASPIRE INCIPIO - ASPIRE Values, Introduction to careers:flight paths and aspirations Leadership challenges
Year 8	ASPIRE PROMERITUM - Values, self paradigms, growth mindsets and flight path reset. Self motivation
Year 9	ASPIRE EXCELLENTIA - Values, Olympic mottos and training, flight path reset DofE introduction
Year 10	STRIVING FOR SUCCESS - Study subjects, university case studies and personal statements
Year 11	PERSONAL SUCCESS - Flight path reset, sixth form, letter to self and revision

During Induction week Character mornings begin the week with a focus on how our values link to Fundamental British Values, alongside an introduction to how our country is run. Induction centres around our ASPIRE code. The pastoral (TAC) team also invite external speakers into school such as the Warrington Youth Team and tutors spend the three (four for Y7) establishing and developing relationships that will support the students during the year.

Year 7

Y7 LC1: Aspiration & Achievement <i>Aspiring to be myself</i>	Y7 LC2: Self-awareness <i>Being self-aware of how I can be influenced</i>	Y7 LC3: Professionalism <i>Being professional at school and beyond</i>	Y7 LC4: Integrity & Respect <i>Respecting my health and fitness</i>	Y7 LC5: Endeavour <i>Endeavouring to have positive relationships</i>
<p>CHARACTER Identity & skills</p> <ul style="list-style-type: none"> Character building (personal strengths) Transition from primary to secondary (expectations and promoting independence) Letter to self Time management with new responsibilities <p>SLA: IDENTITY IN WARRINGTON; TERRY CAFFREY</p>	<p>Fact Vs Fantasy</p> <ul style="list-style-type: none"> Fundamental British Value; Tolerance of different faiths When intolerance occurs; What is extremism?(introduction) Staying safe and free from harm in society - radicalisation. Online risks and safety/Fake news - what to believe? (power of the press) <p>SLA: YOUTH TEAMS; PEER PRESSURE, PERSONAL RELATIONSHIPS AND LEADERSHIP (FIRST AID)</p>	<p>Being the best me</p> <ul style="list-style-type: none"> Skills for realistic goals Preferred learning styles Revision skills and resilience Getting the most out of my education - career stereotypes Flight path and careers/ vision <p>SLA: CULTURAL TRIP Cathedrals/University</p>	<p>Looking after myself</p> <ul style="list-style-type: none"> Importance of balanced diet (dangers of anorexia/ obesity, factors and choices behind diet) Exercise Importance of sleep and link to technology Healthy work/life balance <p>SLA: PPE DEBATE (SPIRITUAL SPEAKERS)</p>	<p>Changing relationships and diversity</p> <ul style="list-style-type: none"> Managing puberty Different forms of relationships/family (marriages, same sex couples, friendships, parents) Healthy/Unhealthy relationships and unwanted contact Bullying/Peer pressure; sexting <p>SLAS/SLAS/PROJECT WEEK;; 1) Change the World Day -British values and free speech; big issue campaigning. 2) Business Challenge Day and ethical spending</p>
<p>PPE <i>How Oracy will help me to achieve.</i></p> <p>PROMOTING THE FBVs OF FREE SPEECH AND TOLERANCE</p> <p>What is Oracy? School21 Skills framework Speech to a Year 6 student CULTURAL - local</p>	<p>War, conflict and terrorism in the past and today</p> <p>Self awareness of my freedom of speech, rights and responsibilities</p> <p>Extremist groups Christian and Islamic perspectives</p> <p>SPIRITUAL AND RE PERSPECTIVES PREVENT; respect for others, challenging views and stereotyping.</p>	<p>Poverty</p> <p>What can prevent me from being the best and most professional me?</p> <p>What is community?</p> <p>The poverty line</p> <p>Charity - the Five Pillars of Islam. Judaism</p> <p>MORAL, SPIRITUAL AND RE PERSPECTIVES</p>	<p>Animal testing</p> <p>Respecting myself and my world; assessing the need for testing.</p> <p>Christianity and Buddhism</p> <p>MORAL, SPIRITUAL AND RE PERSPECTIVES</p>	<p>LGBT+ AND stereotypes</p> <p>Endeavour to understand who I am.</p> <p>Restrictions in religion.</p> <p>CULTURAL, SPIRITUAL AND RE PERSPECTIVES</p>

Leadership sessions will link each of the Character LC themes above to our King's Leadership Curriculum

Year 8

Y8 LC1: Aspiration & Achievement <i>Aspiring for better opportunities</i>	Y8 LC2: Self-awareness <i>Being self-aware of the impact of my choices</i>	Y8 LC3: Professionalism <i>Being professional with my money</i>	Y8 LC4: Integrity & Respect <i>Respecting myself and people I care about</i>	Y8 LC5: Endeavour <i>Endeavouring to be conscientious</i>
<p>CHARACTER Opportunities & me</p> <ul style="list-style-type: none"> Personal strengths/weaknesses Personal review Different types of work (voluntary/part time) Applying school subjects and experiences to reality (GB4) <p>SLA: FLIGHT PATH/CAREERS FAIR</p>	<p>Making wise, healthy choices and personal safety</p> <ul style="list-style-type: none"> Perceived low risk drugs (<i>tobacco, cannabis, alcohol</i>) Moral compasses (peer pressure) Fundamental British Value; The Rule of Law Consequences of poor, anti social behaviour (fighting, assault, slander, littering)/Life with a criminal record <p>SLA: PPE DEBATE; Religious guest speakers and Rule of Law</p>	<p>Being financially independent</p> <p>Bank of England resources</p> <ul style="list-style-type: none"> What is the economy How has the economy changed How jobs are changing and social mobility (GB2) Making informed financial decisions/risk/value for money Strategic selling and value for money <p>SLA: PERSONAL LEADERSHIP RESIDENTIAL</p>	<p>Relationships in different forms and emotional literacy</p> <ul style="list-style-type: none"> Responsibilities and role models of parents, divorce and separation Managing change and loss Personal body image and self esteem Consent and introduction to sexuality. <p>SLA: MENTAL HEALTH AWARENESS; Abuse in many forms; peer on peer and online safety.</p>	<p>Community on a global scale</p> <ul style="list-style-type: none"> Diversity in the global community; religious, cultural and economical Extremism in the minority Fair trade/Sweat shops Environment <p>SLAS/PROJECT WEEK; 1) Resilience; Blesma Our Community Project and discrimination 2) Cultural trip; University/Mosque</p>
<p>PPE <i>How Oracy will help me to achieve.</i></p> <p>PROMOTING THE FBVs OF FREE SPEECH AND TOLERANCE</p> <p>What is Oracy? (2018 catch up this year only) School21 Skills framework</p> <p><i>Speech on strengths and weaknesses</i></p> <p>Self leadership CULTURAL - local</p>	<p>Crime and Punishment</p> <p>Self aware of my country's values; The 'Rule of Law', court system and sentencing.</p> <p>Religious scriptures</p> <p>SPIRITUAL AND RE PERSPECTIVES</p>	<p>Social mobility and age/disability/religious/racist discrimination</p> <p>What can prevent my dreams and flight path becoming a reality and how should I act professionally to others?</p> <p>Judaism in History</p> <p>MORAL, SPIRITUAL AND RE PERSPECTIVES</p>	<p>Cycle of life - when does life begin and end?</p> <p>Respecting myself and my life.</p> <p>Understanding decisions that can affect life; abortion and euthanasia</p> <p>Restrictions in religion.</p> <p>CULTURAL, SPIRITUAL AND RE PERSPECTIVES</p>	<p>Global warming and fair trade</p> <p>Endeavour to make a positive impact; My Global Community. How do I impact my world?</p> <p>Buddhism and materialism</p> <p>MORAL, SPIRITUAL AND RE PERSPECTIVES</p>

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Year 9 CHARACTER

Y9 LC1: Aspiration & Achievement <i>Aspiring for employment</i>	Y9 LC2: Self-awareness <i>Being self-aware of my mental health</i>	Y9 LC3: Professionalism <i>Being professional in modern culture</i>	Y9 LC4: Integrity & Respect <i>Respecting safe sex</i>	Y9 LC5: Endeavour <i>Endeavouring to have a healthy outlook</i>
<p>Employment, money & me</p> <ul style="list-style-type: none"> • Employment in UK (diversity of national and local employment) • Working rights laws • Applying salaries to aspirational lifestyle • Mock interviews <p>SLA:NATWEST AND MONEY AWARENESS</p>	<p>My health and identity; knowing myself</p> <ul style="list-style-type: none"> • Gender stereotypes/homophobia and transphobia. • Eating disorders • Self harm/Suicidal thoughts • Resilience online and face to face <p>SLA: MY IDENTITY Peer pressure and LGBT (TAGS) and Radicalisation online</p>	<p>The law & community</p> <ul style="list-style-type: none"> • Offensive weapons (motivations/consequences) • Gangs, anti social behaviour friendships • Conflict resolution at home • RE; Cultural tensions (force marriage, FGM) • Consent and abuse support <p>SLA:CULTURAL TRIP Synagogue and University</p>	<p>Contraception, communication & pregnancy</p> <ul style="list-style-type: none"> • Consent and the connection between love and sex • Different forms of contraception • Risk; Unprotected sex pregnancy and sexting • Catholicism and viewpoints on contraception/sex before marriage <p>SLA: Sex and Relationships, school nurse</p>	<p>Keeping myself healthy and free from addiction</p> <ul style="list-style-type: none"> • What is addiction; using gaming as an example • Drug focus; What is an illicit substance? • Assessing risk; from legal highs to illegal drugs. Peer pressure. • Addiction and where to get help • Spirituality and inner determination <p>SLAS/PROJECT WEEK; 1) WOW: Mock interviews 2) Resilience and Personal Safety (Road Safety team/chat rooms/gaming and safety?)</p>

Quotes from scriptures and religious leaders are used to encourage understanding of religion when looking at personal, social and cultural dilemmas.

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Year 10 CHARACTER

Y10 LC1: Aspiration & Achievement <i>Aspiring to be understanding of my country and its values</i>	Y10 LC2: Self-awareness <i>Being self aware of my health and wellbeing</i>	Y10 LC3: Professionalism <i>Being professional at work</i>	Y10 LC4: Integrity & Respect <i>Respecting my partner</i>	Y10 LC5: Endeavour <i>Endeavouring to cope with crisis and change</i>
<p>Fundamental British Values and community cohesion</p> <ul style="list-style-type: none"> • Democracy and my right to vote • Migration in Warrington • Asylum and the law • Human rights • Religion in Britain <p>SLA:CRIME AND THE COMMUNITY (Negative role models) Knife Crime and the Police</p>	<p>Sexual and mental health</p> <ul style="list-style-type: none"> • Different levels of intimacy and pornography • Sexual Health and STIs • HIV- a case study • Infertility <p>SLA:WELLBEING AND RISK; Drugs, gambling and stress</p>	<p>The World of Work</p> <ul style="list-style-type: none"> • Rights and responsibilities for employers and employees • How jobs have changed • How to find job/apprenticeships • Savings bonds, mortgages, investments • Debt <p>SLA: CULTURAL TRIP LJMU University and theatre/museum?</p>	<p>Respecting partners and challenging relationship myths</p> <ul style="list-style-type: none"> • Emotional abuse • Physical abuse • Sexual abuse • Peer on peer abuse • Healthy relationships • Assertive communication to help • Respect within spirituality <p>SLA: LEADERSHIP IN ACTION Duke of Edinburgh</p>	<p>Crises and change</p> <ul style="list-style-type: none"> • Separation and divorce • Families and parenting • Serious or terminal illness • Bereavement <p>SLAS/PROJECT WEEK: World of Work;Business Speed dating and CV builder 2) Spiritual and museum visit</p>

Leadership in Y10 will follow the qualification for TfL Key Skills for Success

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Year 11 CHARACTER

Y11 LC1: Aspiration & Achievement <i>Aspiring to be independent</i>	Y11 LC2: Self-awareness <i>Being self-aware of my health</i>	Y11 LC3: Professionalism <i>Being professional with my future</i>	Y11 LC4: Integrity & Respect <i>Respecting my body and sexual boundaries</i>	Y11 LC5: Endeavour
<p>Consequences of poor finances and independent living</p> <ul style="list-style-type: none"> Risk in financial world and house buying (repossession) Planning for expenditure (R&R, necessary) Critique of value for money and budgets (eating, experiences, property) Tax and what happens to it PAYE Dangers of debt (bright house, loans) <p>SLA: WELLBEING Giving myself every chance of achievement; managing anxiety and resilience in Y11/relationships</p>	<p>Looking after myself</p> <ul style="list-style-type: none"> Experimental drugs and legal highs Alcohol poisoning Steroids Dangers of smoking <ul style="list-style-type: none"> Checking for cancer (warning, signs of ill health) Vaccinations Crib sheet leaflet for good health (WAGOLLs for future assessments, phrase banks) <p>SLA: WOW Applications and Sixth Form</p>	<p>Flight paths, next steps and more independence</p> <ul style="list-style-type: none"> College applications/apprenticeships Sixth Forms Time management Self discipline Self confidence Emotional literacy Anger management Personal statement as extended write <p>SLA:CULTURAL Cultural trip - Lancaster/Loughborough? University and theatre/museum</p>	<p>Healthy views to challenging topics</p> <ul style="list-style-type: none"> Safe sex and different contraception methods Safe sex and STI awareness (including HIV / AIDS) Safe relationships and friendships off-line Safe relationships online Consent Dangers of pornography Sexting and image sharing <p>SLA:SELF RESPECT Exam readiness and resilience.</p>	<p>Exam season.</p> <p>Parenthood topic as a standby for any gained time</p> <p>SLA: THIS YEAR GROUP HAS FLOWN THE NEST!</p>

PLEASE SEE SEPARATE DOCUMENT FOR SIXTH FORM.

FOR FURTHER UNDERSTANDING OF OUR PSHE/SMSC CURRICULUM PLEASE SEE; PPE SCHEMES OF WORK, TFL PSHE/SMSC LINKS DOCUMENT, OUR ENRICHMENT

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*WEDNESDAY PROGRAMME, ASSEMBLY AND SUPER LEARNING AFTERNOON
OVERVIEWS.*

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