

St Thomas More Catholic Academy. Pastoral Curriculum Overview

SMSC (spiritual, moral, social, cultural) education is intrinsic within the teachings of all departments at St Thomas More and is also addressed explicitly through the Pastoral curriculum.

Topics embedded across the curriculum:

- Sex education
- Citizenship
- Financial management
- Marriage and family life

Topics explicitly delivered through the Pastoral Curriculum (supported by a number of outside agencies):

- CEIAG
- Charity and fundraising
- Anti-bullying
- Well-being / healthy lifestyles
- Human rights
- Risk taking behaviours
- CSE
- Positive relationships
- Community cohesion
- Rights, responsibilities and respect
- E-safety
- Actions and consequences
- Work experience
- Careers roadshow
- Cultural exchange

All SMSC values are promoted with the Student Code of Conduct.

PSHE Core Theme 1: Health and Wellbeing	Key Stage
<p>The RE programmes of study "Where I am" and "How I am", Health and Hygiene Pastoral Day, Anti-Bullying Pastoral Day and Healthy Relationships Pastoral Day covers several key core themes, including:</p> <ul style="list-style-type: none"> > self-esteem, confidence, relationships and friendships, allowing students to recognise their personal strengths and how this affects their self esteem and self confidence. > how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self. > the ability to recognise and manage feelings about, and influences on, their body image including the media's portrayal of idealised and artificial body shapes > the ability to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem. > evaluating the extent to which their self-confidence and self-esteem are affected by the judgement of others. > STIs, including HIV/AIDS, how to protect themselves and others from infection and how to respond if they feel they or others are at risk > the wider risks and consequences of legal and illegal substance use including on their personal safety, career, relationships and future lifestyle. 	<p>KS3 KS4</p>
<p>Celebration assemblies, Parents' Evenings and Student Reports held each half term incorporate the recognition of personal strengths and achievements, developing confidence and self esteem.</p>	<p>KS3 KS4 KS5</p>
<p>The whole school assessment policy, Student Progress Reports and Parents' Evenings allow for students to be able to accept helpful feedback or reject unhelpful criticism through the use of WWW (what went well) and EBI (even better if)</p>	<p>KS3 KS4 KS5</p>
<p>The POSs delivered through Reproduction, Core Science Biology and Human Health and Physiology cover the management of growth and change as normal parts of growing up (including consolidation of KS2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence.</p>	<p>KS3 KS4</p>

<p>The Healthy Relationships Pastoral Day, Health and Hygiene Pastoral Day, the "At Home, in The Car, On The Road: Are you Safe?" Pastoral Day (incorporating stranger danger, e-safety and road safety), ADrug Awareness Pastoral Day, Chelsea's Choice, Staying Safe On Bonfire Night assembly delivered by the fire brigade, Staying Safe Over Summer assembly delivered by the community police, Prison - Me - No Way workshop delivered by Werrington Young Offenders' prison officers, the whole school national first aid lesson, NHS Sexual Health workshop, NHS Drugs and Alcohol Pastoral Day workshop, weekly school nurse 'drop in' clinic, anti-smoking cessation and Science core curriculum POSs delivered through , Human Health and Physiology, Drugs and Alcohol, Additional Physics, Healthy Body, Microbes and Core Science Biology cover:</p> <ul style="list-style-type: none"> > the importance of taking increased responsibility for their own personal hygiene. > the purpose and importance of immunisation and vaccination. > that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs > contraception, including the condom and pill > the benefits of physical activity and exercise and the importance of sleep > the ability to recognise and manage what influences their choices about exercise > the importance of balance between work, leisure and exercise > what constitutes a balanced diet and its benefits (including the risks associated with obesity and dieting) > what might influence their decisions about eating a balanced diet > eating disorders and, including recognising when they or others need help, sources of help and strategies for accessing it > ways of recognising and reducing risk, minimising harm and getting help in emergency and risky situations > a knowledge of basic first aid and life-saving skills > how to recognise and follow health and safety procedures > how to find sources of emergency help and how to give basic and emergency first aid in appropriate contexts > understanding risk within the context of personal safety, especially accident prevention and road safety > the positive and negative roles played by drugs in society (including alcohol) > factual information about legal and illegal substances, including alcohol, volatile substances, tobacco and Cannabis and the law relating to the supply, use and misuse > recognising and managing different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions, values and beliefs) and managing peer influence > the personal and social risks and consequences for themselves and others of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking including not harming others with second-hand smoke (passive smoking) > the short and long term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities, including the health risks related to second-hand smoke > how lifestyle choices affect a foetus > the safe use of prescribed and over the counter medicines > the risks and consequences of 'experimental' and 'occasional' substance use and the terms 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns > accessing local health services 	<p>KS3 KS4</p>
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<p>The 'Who I am' programme of study delivered towards the end of Year 12 covers several core themes including the importance of developing a life pattern that incorporates regular self-review.</p>	<p>KS5</p>
<p>Several enrichment opportunities including fitness, first aid training and counselling allow students the opportunity to understand the benefits of physical activity and exercise, know key first aid in addition to having an increased understanding of how to look after their own health and have knowledge of the characteristics of mental and emotional health as well as strategies of managing their own mental well being.</p>	<p>KS5</p>
<p>The popular ASDAN qualifications Cope and Wider Key Skills facilitate students taking increasing responsibility for their own learning in addition to developing an understanding of what constitutes constructive feedback.</p>	<p>KS5</p>
<p>Pastoral Sessions involve a visit from Life where students learn about STIs and how to protect themselves and others from risk. Self esteem, body image and 'healthy relationships' were also covered in session 2 and lifestyle choices, reproductive technologies and where to obtain further support, information and guidance in session 3.</p>	<p>KS5</p>
<p>Study skills are covered through the Pastoral curriculum in addition to looking at effective self and peer assessment. This session explores making best use of constructive feedback as well as the differences between helpful feedback and unhelpful criticism. A motivational speaker also speaks during the induction day and includes information and guidance regarding how students can best manage their own mental health.</p>	<p>KS5</p>
<p>There are pastoral sessions in Year 13 about safety at university / in their own home. This includes guidance about following Health and Safety guidelines, managing finances and a visit from the fire service to talk about fire safety with the emphasis on student accommodation. This talk also gives guidance to students about where they can seek further information and guidance after college.</p>	<p>KS5</p>
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PSHE Core Theme 2: Relationships	Key Stage
<p>Year 6 Transition Day, Summer School, Standards Assemblies, Anti-Bullying Pastoral Day, whole school peer assessment opportunities, daily registration, BfL policy, Student Code of Conduct, sims Behaviour monitor and Year 7 Induction Day, Rotary Shoebox/Douglas McMillan Appeal charity Fundraising Pastoral Day led by the RE department and Year 7 Pastoral Team as well as all curriculum areas explores in detail life in a Catholic school, transition, forming relationships and secondary school expectations, focusing on:</p> <ul style="list-style-type: none"> > the skills and knowledge required to manage the transition to, and the expectations of, secondary education > the ability to recognise, clarify and if necessary challenge their own core values and how their values influence their choices > the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships) > to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setback and compromise > to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness 	<p>KS3 KS4</p>
<p>A visit from "Life" charity is organised within RE to discuss relationships. Core curriculum RE lessons incorporate "Where I am" POS, "How I Am" POS, Media Studies curriculum, BfL policy, Core Science Reproduction POS, Drugs and Alcohol POS, Biology POS, NHS Drugs and Alcohol Pastoral Day, Chelsea's Choice, Human Health and Physiology POS, STI and Contraception delivered by School Nurse Team, The Relationships and Bullying Pastoral Day, Anti-Bullying Pastoral Day, e-relationships and Grooming Pastoral Day delivered by Base 58, whole school e-safety leaflet, e-safety lessons delivered through IT curriculum, Acceptable Use policy, Student Planner information, e-safety assemblies, Sexual Health Pastoral Day and Delaying Sexual Relationships session delivered by the SRE team focuses on relationships and valuing one another and incorporates the opportunity to:</p> <ul style="list-style-type: none"> > explore the range of positive qualities people bring to relationships <ul style="list-style-type: none"> > strategies to manage strong emotions and feelings > the characteristics and benefits of positive, strong, supportive, equal relationships > parenting skills and qualities and their central importance to family life (including the implications of young parenthood) > to recognise when a relationship is unhealthy or abusive (including the unacceptability of both emotional and physical abuse or violence including rape) and strategies to manage this or get help > managing changes in personal relationships including the ending of relationships <ul style="list-style-type: none"> > to develop an awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond > about impact of domestic abuse (including sources of help and support) > the impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances > about statutory and voluntary organisations that support relationships experiencing difficulties or in crisis, such as relationship breakdown, separation, divorce, or bereavement 	<p>KS3 KS4</p>

- > how to access such organisations and other sources of information, advice and support
- > about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them
- > how to negotiate the agreement, or withholding of consent, to engage in different degrees of sexual activity
- > how to ascertain and respect others' right to agree or withhold consent to engage in different degrees of sexual activity
- > to recognise the impact of drugs and alcohol on choices and sexual behaviour
- > to manage unwanted attention in a variety of contexts (including harassment and stalking)
 - > to understand and respect others' faith and cultural expectations concerning relationships and sexual activity
- > to assess readiness for sexual activity
- > to understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life)
 - > about abortion, including the current legal position and the range of beliefs, opinions and myths about it
 - > the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
 - > that fertility decreases with age
 - > the role peers can play in supporting one another (including helping vulnerable friends to access reliable, accurate and appropriate support)
 - > that relationships can cause strong feelings and emotions (including sexual attraction)
 - > the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
 - > different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
 - > the emotional aspects of relationships
 - > to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness
 - > to explore the range of positive qualities people bring to relationships
 - > how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement
 - > to understand the importance of friendship and to begin to consider love and sexual relationships in this context
 - > to consider different levels of intimacy and their consequences
 - > to acknowledge the right not to have intimate relationships until ready
 - > to understand what expectations might be of having a girl/boyfriend
 - > about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)
 - > about the emotional aspects of relationships
 - > the importance of friendship and to begin to consider love and sexual relationships in this context
 - > the roles and responsibilities of parents, carers and children in families
 - > the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
 - > to recognise that there is diversity in sexual attraction and developing sexuality
 - > the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
 - > that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent'

<ul style="list-style-type: none"> > what laws exist to protect their right to withhold their consent (including the legal age of consent for sexual activity) > to recognise when others are using inappropriate persuasion, and coercion and how to respond > about contraception, including the condom and pill and the importance of communication and negotiation in condom use > about the choices and risks related to unprotected sex, which could include exploring the options available in the event of unintended pregnancy and sources of accurate, impartial advice > to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising, 'sexting') > that the media portrayal of relationships may not reflect real life > about the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so > the safe and responsible use of information communication technology (including safe management of own and others' personal data including images) > to understand the feelings and pressure that the need for peer approval, including in relation to the purchase and use of tobacco and alcohol (including cheap/illicit alcohol and cigarettes), drugs and other risky behaviours, can generate > to recognise peer pressure and have strategies to manage both > to understand the terms 'habit', 'dependence' and 'addiction' in relation to substance use and to whom to talk if they have concerns > laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) > about the difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) > to recognise bullying and abuse in all its forms (including prejudice-based bullying both in school and online, exploitation, trafficking, female genital mutilation and forced marriage) and to have the skills and strategies to manage being targeted or witnessing others being targeted > the support services available should they feel or believe others feel they are being abused and how to access them > about the difference between sex, gender identity and sexual orientation 	
<p>Happy Puzzle Pastoral Day and Enterprise Pastoral Day offers the opportunity to:</p> <ul style="list-style-type: none"> > further develop and rehearse the skills of team working including objective setting > develop the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, friendships, class etc) > further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness 	<p>KS3 KS4</p>
<p>Pastoral sessions includes a visit from the outside agency Changes who discuss the impact of unhealthy relationships, separation (eg. Divorce) and where to get help when necessary.</p>	<p>KS5</p>

<p>Through the 'Who I am' programme students consider what is meant by 'morality' and how they would define a 'moral and integrated' person. This involves discussion of many important themes including exploitation, bullying and harassment, consent within sexual relationships, different types of relationships etc. A culture of understanding and respect is expected for all regardless of faith, ethnicity or sexuality.</p>	<p>KS5</p>
<p>The visit from Life incorporates a session delivered by Life about what a 'healthy relationship' looks and feels like. Several key ideas are covered in this session including the need for equality, how to recognise when a relationship is becoming abusive, how to manage this situation and where one can go for help and what is meant by exploitation and harassment.</p>	<p>KS5</p>
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<p>PSHE Core Theme 3: Living In The Wider World</p>	<p>Key Stage</p>
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<p>Enterprise Pastoral Day, core curriculum Science lessons, Careers, Employability and Personal Finance Pastoral Day, Business Studies POS, Student Progress Reports, Parents' Evenings, App Development Pastoral Day, Options Evening, Fast Tomato, Connexions appointments and IAG, Mock exam Results Day, Mock Exam Inspirational speaker assembly, Pathways IAG booklet, work experience, sixth form taster days, post-16 provider visits, work experience assembly, work experience diaries cover:</p> <ul style="list-style-type: none"> > the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) > about their own identity as a learner, preferred style of learning and to develop study, research and personal presentation and organisation skills > to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability > different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work > about the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks > about different work roles and career pathways, including clarifying their own early aspirations > about the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment > about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process > the benefits of being ambitious and enterprising in all aspects of life > about the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit > about different types of business, how they are organized and financed > to assess and manage risk in relation to financial decisions that young people might make > to explore social and moral dilemmas about the use of money, (including how the choices pupils make as consumers affect other people's economies and environments) > to evaluate their own personal strengths and areas for development and to use this to inform goal setting 	<p></p>

<ul style="list-style-type: none"> > about harassment and how to manage this (including the workplace) how their strengths, interests, skills and qualities are changing and how these relate to future employability > about the information, advice and guidance available to them and how to access it > to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) > about the range of opportunities available to them for career progression, including in education, training and employment about changing patterns of employment (local, national, European and global) > to take full advantage of any opportunities for work experience that are available > about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) <p>about attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and ‘protecting corporate or brand image’)</p> <ul style="list-style-type: none"> > about confidentiality in the workplace, when it should be kept and when it might need to be broken > to develop their career identity, including how to maximise their chances when applying for education or employment opportunities > to recognise and manage the influences on their financial decisions, (including managing risk, planning for expenditure, understanding debt) > to be a critical consumer of goods and services (including financial services) and recognise the wider impact of their purchasing choices, their consumer rights and how to seek redress 	
<p>Core curriculum RE study of three different religions present in our society; Christianity, Judaism and Islam, community cohesion workshop, Amnesty International workshop, and Relationships and Bullying Pastoral Day cover:</p> <ul style="list-style-type: none"> > the similarities, differences and diversity among people of different race, culture, ability, disability, sex, gender identity, age and sexual orientation and the impact of stereotyping, prejudice, bullying, discrimination on individuals and communities > about discrimination, how to respond when being discriminated against and their responsibilities towards others who are experiencing discrimination > to recognise that they have the same rights to opportunities in learning and work as other people and to recognize and challenge stereotypes > about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace > to think critically about extremism and intolerance in whatever forms they take > to recognise the shared responsibility to protect the community from violent extremism and how to respond to anything that causes anxiety or concern 	<p>KS3 KS4</p>
<p>Throughout the popular ASDAN qualifications, Cope and Wider Key Skills students evaluate their own personal strengths and areas for development.</p>	<p>KS5</p>

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<p>During form time each half term students consider their individual progress towards targets setting their own goals. During term 1 students attend study skills lectures as well as developing skills such as self-organisation and time management in their form time.</p>	KS5
<p>Many students are involved in a whole variety of work placements and this is actively encouraged. There is also the opportunity to participate in work experience at the end of Year 12. Through this students develop a range of employability skills.</p>	KS5
<p>A student finance evening is held in the autumn term for student and parents. This allows students to start to plan expenditure for university and debt and its different forms.</p>	KS5
<p>Students in the Sixth Form have a huge range of information and guidance regarding careers and higher education opportunities. This includes a visit by all to Staffordshire University higher education fair where over forty universities are represented, support attending open days, a regular Sixth form focused careers advisor visiting at least once a week, individualised UCAS / apprenticeship advice etc.</p>	KS5