

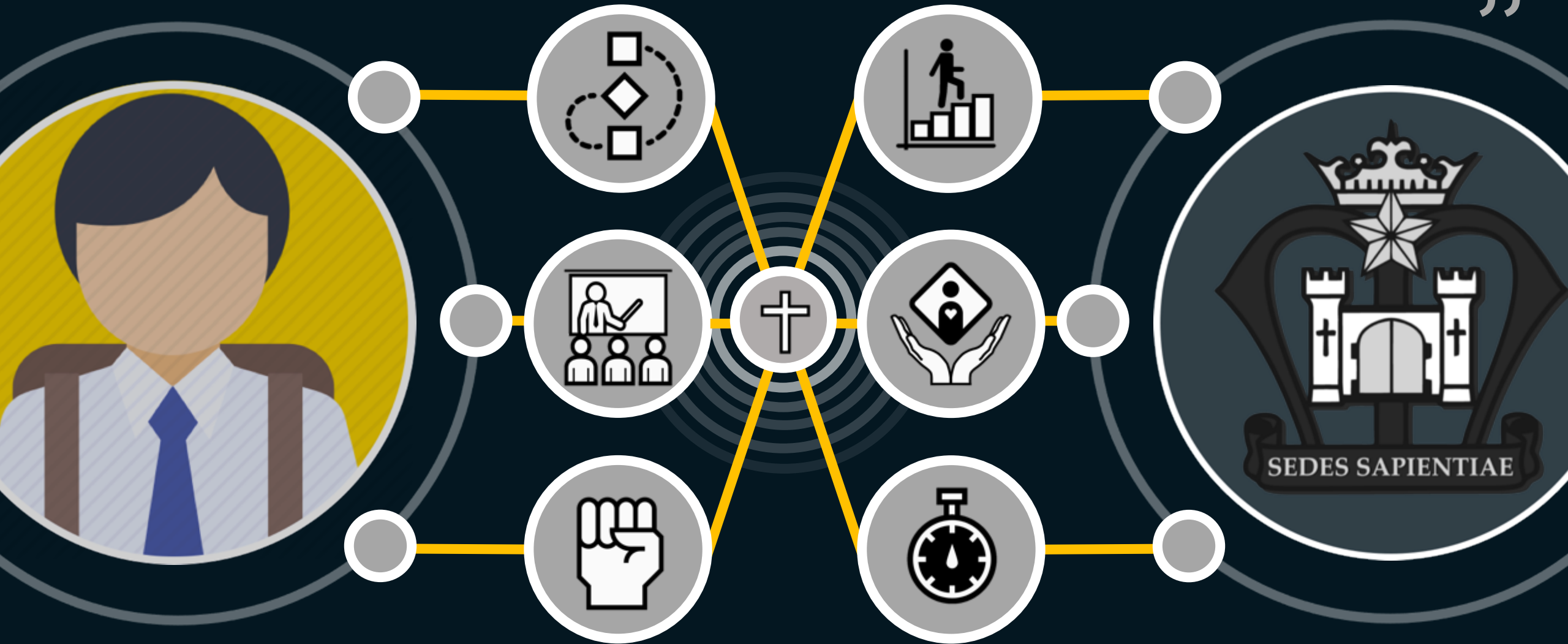
# Digital Citizenship & Character

Mr Peachey – Deputy Headteacher PD

“ If our schools are not a space where another humanity is being created, where another wisdom is taking root, **where another society is being created**, where hope and transcendence has a place, then we are losing out on making a unique contribution to this historical moment

Pope Francis

”



“ Preparing pupils for the **‘test of life’** ”  
and not just a **‘life of tests’**”

- PSHE [LOCAL, REGIONAL, GLOBALLY]
- British Values
- Character Education**
- Citizenship
- Careers Education
- RSHE [GUIDED BY ARCHDIOCESE]
- Co-Curriculum
- Spirituality and SMSC
- Transition [ALL FACETS]
- Mental Health [PUPILS/STAFF]

**SYNTHESISED**

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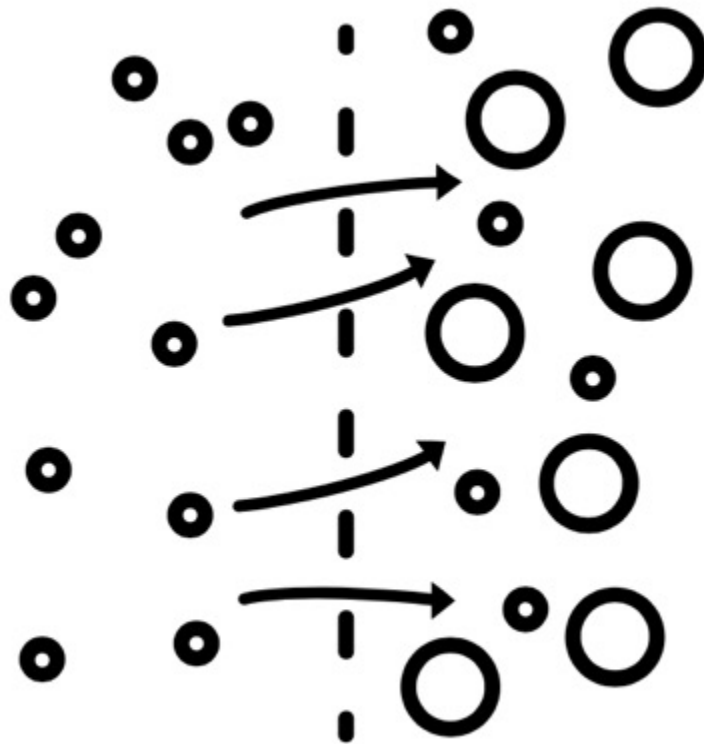
**PD LIMITING  
JUDGEMENT IN OFSTED**

**SYNERGY**

- Behaviour and attitudes
- Quality of Education
- Leadership and Management

“ I can do all things through Christ who strengthens me to be a **safe, happy, proud, loving** person who **flourishes** in life. ”

**CHARACTER** – Simply put, Is how pupils behave when no one else is around.



Osmosis



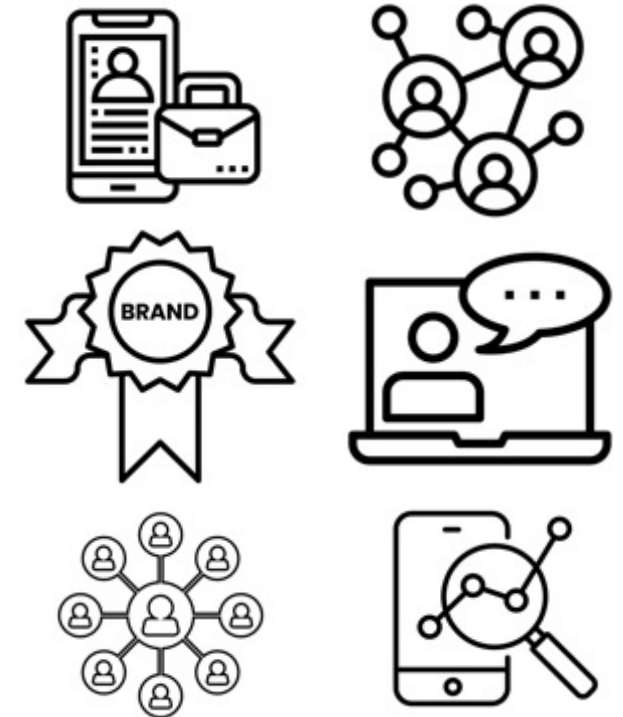
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## RISKS



## OPPORTUNITIES





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- CFL lessons & mapped into academic (Taught)
- Tutor time - moral dilemmas (Taught)
- Each virtue becomes a theme of the week
- Linked to every conversation we have (Caught)
- Modelled by all in the school (Caught)
- Achievement and behaviour policy
- Explicitly links to staff conduct policy
- Recruitment process (staff/pupils)
- Underpinned by scripture

- CPD
- Launch
- Letter
- Assemblies
- Desktops
- Celebration
- Awards
- Recognition
- Social media

“ I can do all things through Christ who strengthens me to be a safe, happy, proud, loving person who flourishes in life. ”



THEME OF THE WEEK

Resilience 

We will hold the strength to 'bounce back' during or after challenging times.

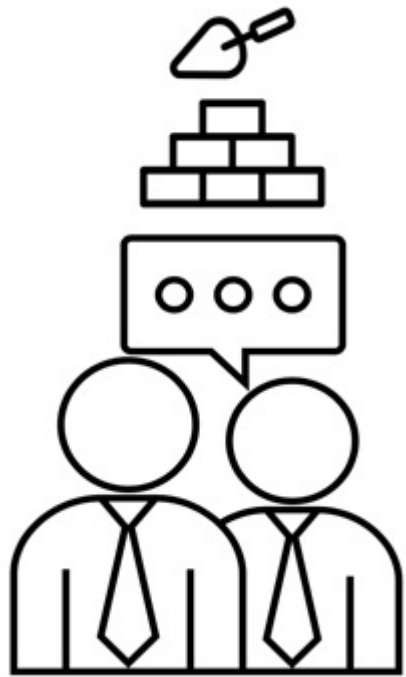
“ For I, the Lord your God, will hold your right hand, saying to you, ‘Fear not, I will help you’.

**Isaiah 41:13**

”

“ I can do all things through Christ who strengthens me to be a **safe, happy, proud, loving** person who **flourishes** in life. ”

**CHARACTER** – Simply put, Is how pupils behave when no one else is around.



Daily actions



Habits



Character





TODAY'S BIG  
**QUESTION**



PERMEATING ACROSS ALL SUBJECT DOMAINS



**YEAR 9 KS4 SCHEME OF LEARNING: TECH AWARD IN ENGINEERING**

Half Term 1	Content aims and knowledge milestones	Key language/ Vocabulary	Personal development/ Character education	Assumed prior knowledge	Potential barriers to access
<p>-Introduction to Engineering and Engineers. -Safety in Engineering. -Fabrication processes. -Quality assurance and Quality control. -Measuring and marking (use of equipment or templates). -Machining processes.</p> <p><i>-Designing and manufacturing a bottle opener.</i></p>	<p>-To give pupils an insight into engineering as a profession and know the careers linked within the industry. -To understand why safety is paramount in Engineering sectors. -Identify the difference between QA and QC.</p> <p><b>CHECKPOINT- Formatively assess the quality of measuring and marking out metal. Knowledge of QA/ QC.</b></p>	<p>-Describe. -Explain. -Analyse. -Evaluate. -Tolerance. -Accuracy. -Precision. -Processes. -Manufacture. -Scale of production. -Personal Protective Equipment (PPE).</p>	<p><b>Personal development:</b> -Safety in the workplace. -Roles and responsibilities -Teamwork and ethos. -Resilience in terms of overcoming hurdles (trial and error approach). <b>Character virtues:</b> -Pupils are taught that they must 'respect' each other's health and well-being when working collectively in a workshop. Pupils to learn that Engineers have 'ambition' to push boundaries when aiming to solve new problems.</p>	<p>-Basic knowledge of mechanisms and motion covered in year 8 materials Technology project. -Resistant materials built into a year 7 research task. -Knowledge of why accuracy is important when manufacturing is taught in KS3 Technology. -Safe workshop practice from health and safety covered at the start of KS3 Technology modules through years 7 and 8.</p>	<p>-Physical barrier of accessing the brazing bay in T5. -Use of a range of tools for dyspraxic pupils. -Understanding and interpreting numerical data or a technical specification.</p>
Half Term 2	Content aims and knowledge milestones	Key language/ Vocabulary	Personal development/ Character education	Assumed prior knowledge	Potential barriers to access
<p>-Permanent joining processes of metals. -Metal classifications. -Properties of metals and why they are selected to carry out roles accordingly. -Forming processes. -Sustainability and life cycle.</p> <p><i>-Designing and manufacturing an aluminium phone holder.</i></p>	<p>-To give pupils a knowledge and understanding of the suitability of materials for given products and applications.</p> <p><b>CHECKPOINT- Test retention and recall of the physical and mechanical properties of metals.</b></p>	<p>-Quality assurance. -Quality control. -Permanent. -Temporary. -Soldering. -Welding. -Brazing. -Sustainable engineering. -Renewable Energy. -Biofuel. -Properties.</p>	<p><b>Personal development:</b> -Paired work whereby pupils use a template to QA/QC the marking on the aluminium before filing and drilling. <b>Character virtues:</b> -Pupils are taught that they must be honest and 'truthful' when feeding back opinions and 'respect' the views of others when discussing the accuracy of measuring carried out by peers.</p>	<p>-Basic properties of metal covered when discussing mechanisms such as gears... eg- hardness &amp; toughness. -Soldering technique covered in KS3. Process is similar for silver soldering. -Sustainability may have been covered briefly in Geography or Science at KS3 as with energy and biofuel.</p>	<p>-Dyspraxic or PD pupils using the foot shear, corner notcher or folding machine as they require lots of physical effort and exertion.</p>

LI

TBAT - This is where you would write your learning intention .....

CLASSWORK

DATE

PRIOR LEARNING

TODAY'S ESSENTIAL KNOWLEDGE

FUTURE LEARNING



DIN TASK - DISCUSSION

KEY VOCABULARY



# CURRICULUM FOR LIFE

Y10

DIGITAL RELATIONSHIPS

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Pope Francis

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# TODAY'S BIG QUESTION



What are the dangers of online communication and relationships?



## REVIEW OF LAST LESSON



## TODAY'S ESSENTIAL KNOWLEDGE

- Today you will explore communication online with a particular focus on those trying to create a 'relationship' with another through sexting.
- Explain why certain types of selfie might be risky.
- Give advice on how to deal with problems that might arise when posting selfies.

## TODAYS PREVIEW



## DIN – THINK THE LINK!

1. How can you link last lesson to this one? **(Clue – healthy online footprint)**
2. Who is the picture in the preview box of and how do you think this connects to the lesson we are doing today?
3. What do we mean by the term sexting?



## CHARACTER VIRTUES TAUGHT



DIN TIMER

05 : 00



How serious can stalking and harassment be?

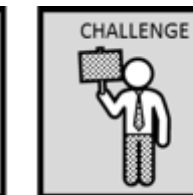
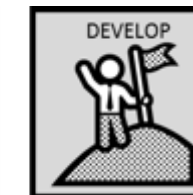
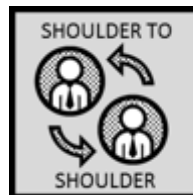


## Stalking & Harassment: What are these?

**Gemma had had 40 WhatsApp messages off Mike today and 25 missed calls. She seemed to be bumping into him everywhere. Couldn't he just take 'no' for an answer?**

**DISCUSS** - Shoulder to shoulder for 30 seconds

- What jumps into your head about that scenario?
- Is it wrong?
- Is it right?
- How will Gemma feel?
- What advice would you give her?

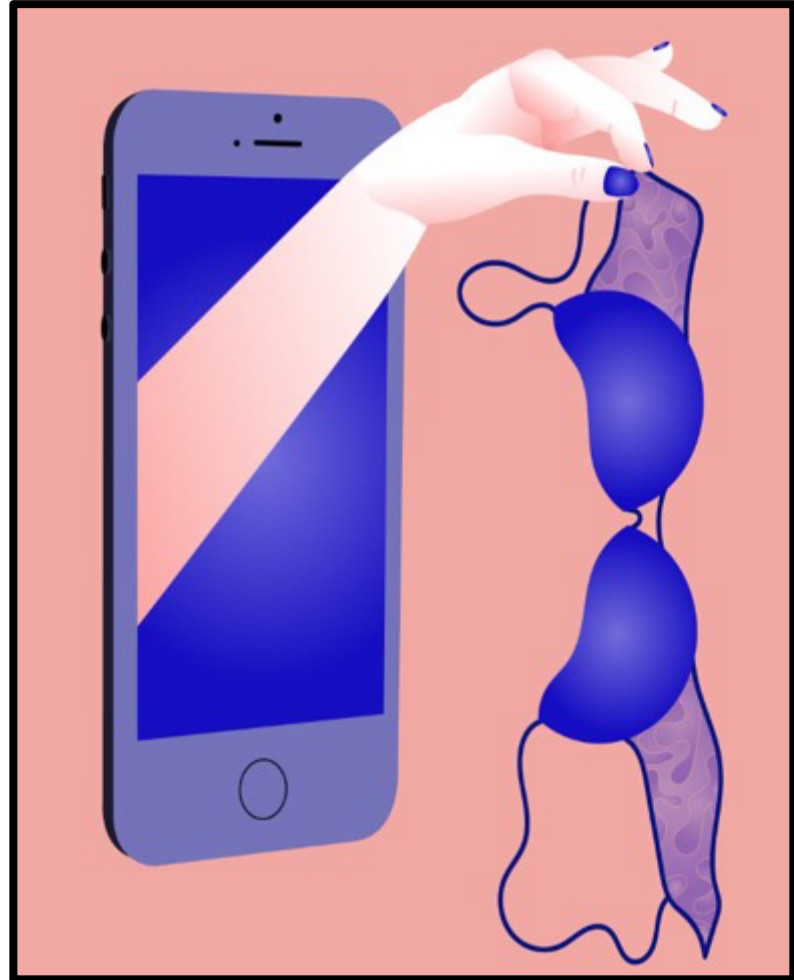
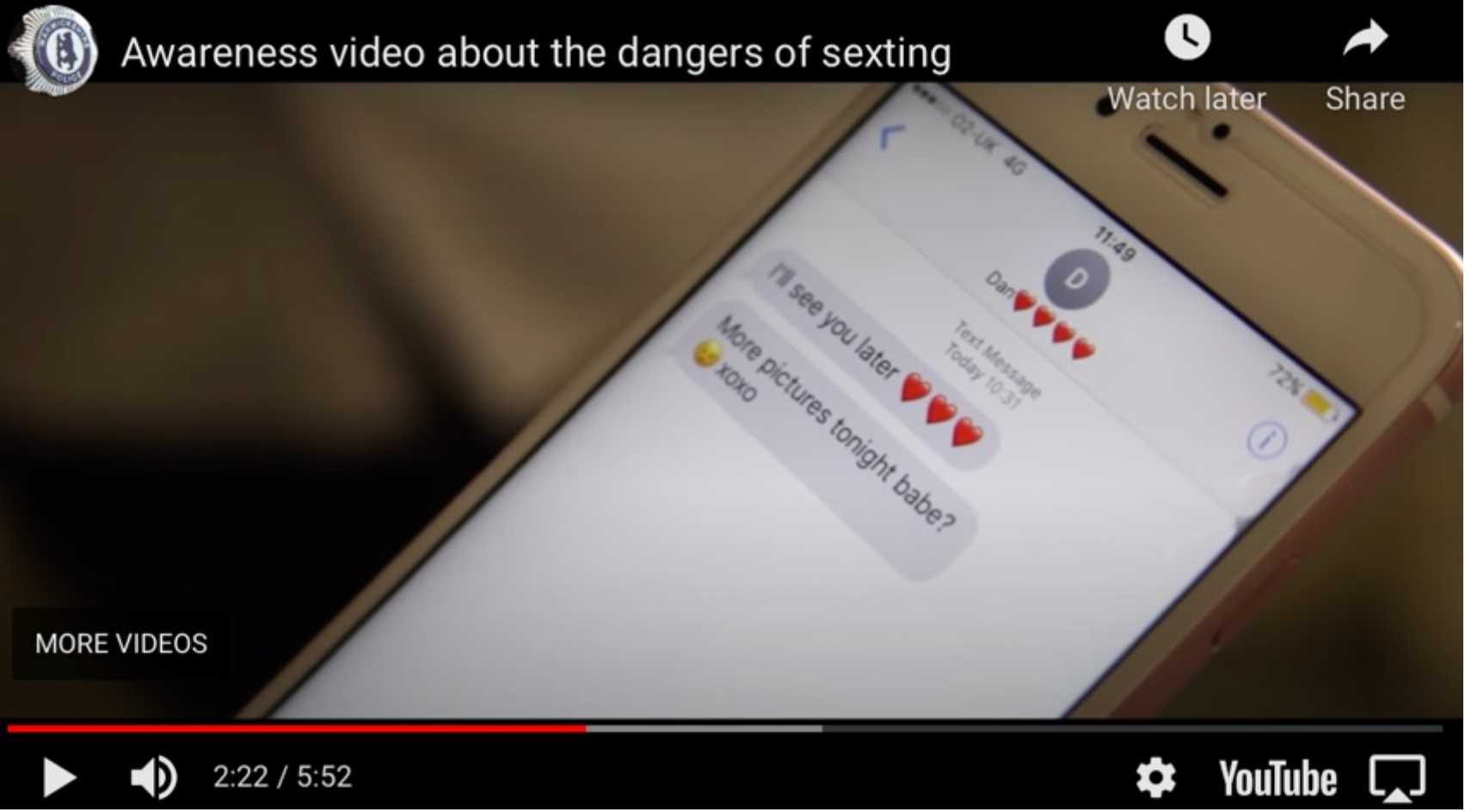






# TODAY'S BIG QUESTION

“ What are the dangers of online communication and relationships? ”



 Watch this Awareness video about the dangers of sexting  
<https://www.youtube.com/watch?v=MoRtLk1xihY> 

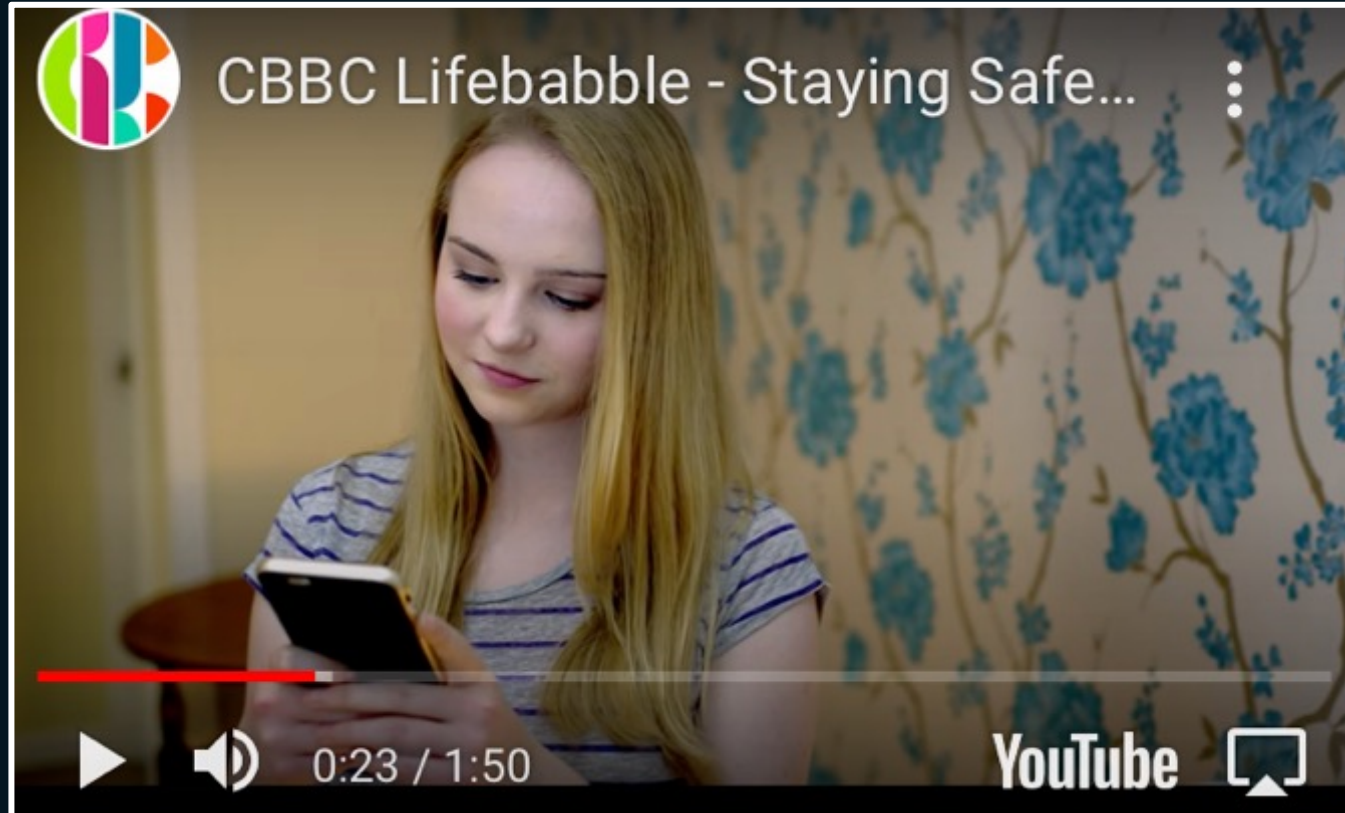
What are the key messages you draw from the video?

# Action



## MORAL DILEMMA

We will take appropriate **Action** to become our best self and make a positive difference to others.



**REFLECTION:** In what way's can you put your faith into action for this dilemma?

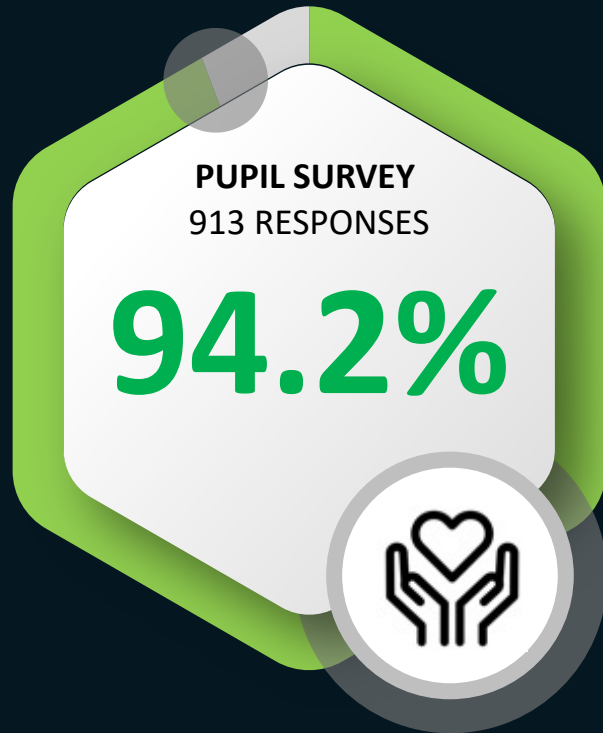
**CONTEXT** – Expressing hate, racism, sexism and violence is not OK and can harm others. We all have a responsibility to stand up and speak out against bad behaviour online.

**DILEMMA** – You have witnessed people making negative and **hurtful comments** about someone in your class online. You know that a lot of people have seen these comments and have heard people talking about the victim and laughing about the comments that have been made. You realise that the victim is not in school that day and have heard someone saying that's its probably because of the direct messages that were sent to them. You haven't sent any of the messages or commented so don't want to get involved. **What do you do?**

### DISCUSSION POINTS

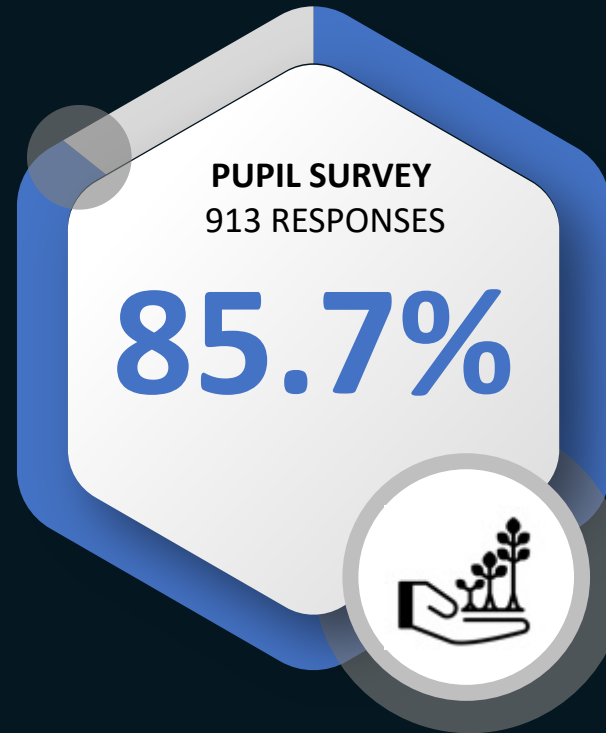
1. What do you do next?
2. How can we take **ACTION** here?
3. What advice would you give to the victim?

## QUESTION 01



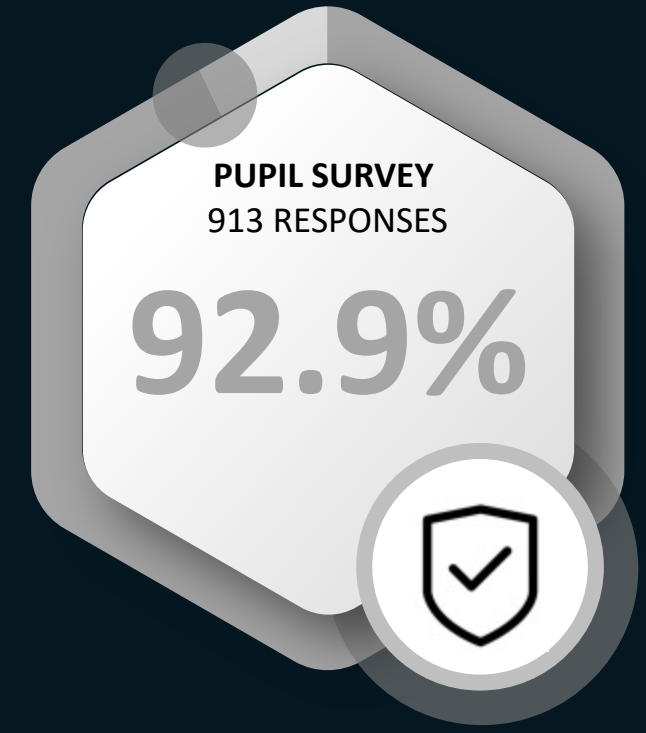
Do you enjoy **Curriculum For Life** and how it educates you about real-life problems you will face in the future?  
↑ 5.2% Since Nov 2020

## QUESTION 02



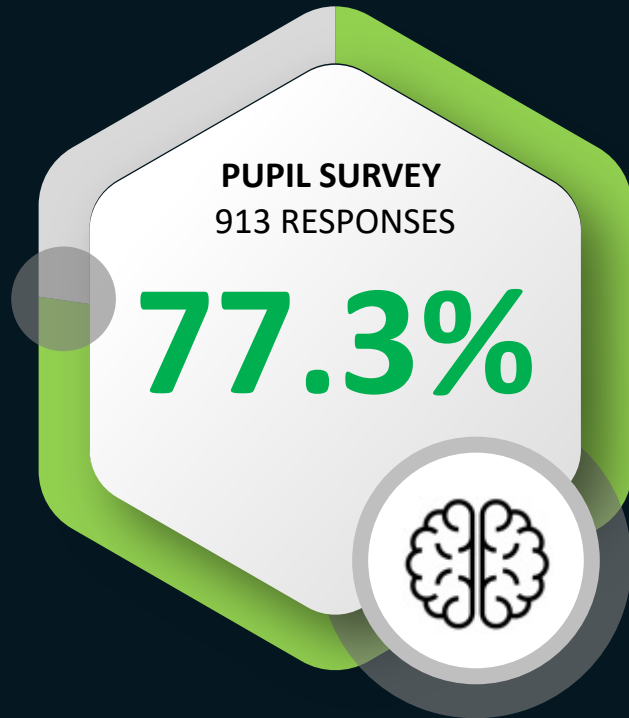
Do you feel **Curriculum For Life** and our school's **Character Virtues** are helping you to become a better person and think more about your actions?

## QUESTION 03



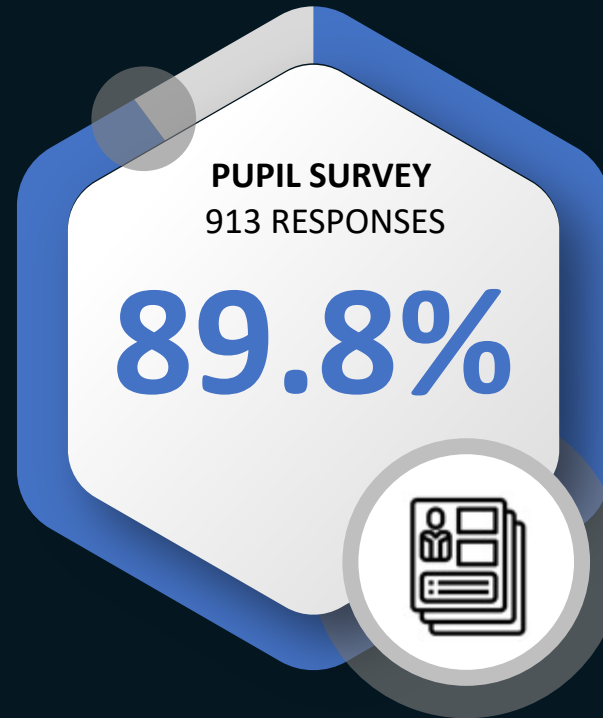
Do you feel that **Curriculum For Life** lessons are useful in providing you with skills, knowledge & understanding you need to look after yourself and keep yourself safe in the world  
↑ 5% Since Nov 2020

## QUESTION 04



Do you feel Curriculum for Life is providing you with help and support with your Mental Health?

## QUESTION 05



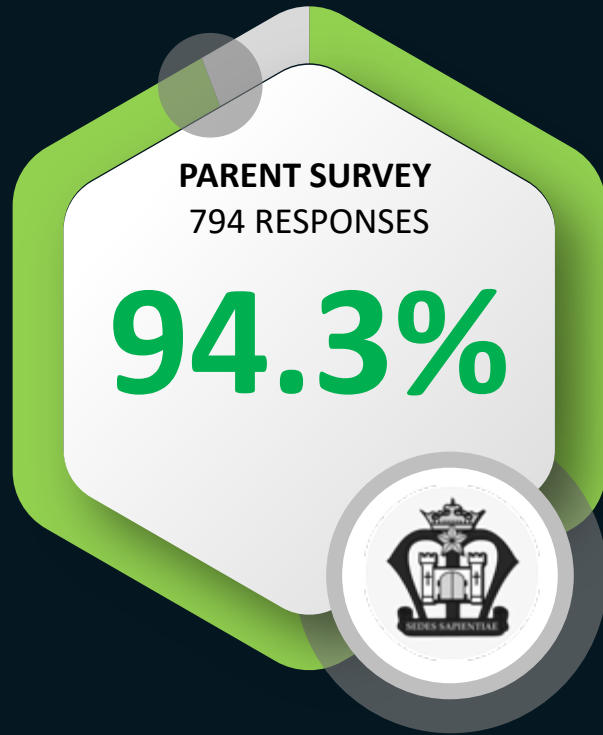
Do you feel Curriculum for Life is providing you with the essential skills and knowledge you need to progress into the job/career you want in the future?

## PUPILS' VALUE CFL BECAUSE

- It is linked to real life problems that they will face as we move through life
- It allows them to plan for their future and career
- The open conversations and discussions that they can have with their peers.
- The advice is practical and improves their safety, happiness and wellbeing.
- It helps them manage their Mental Health and wellbeing



## METRIC 01



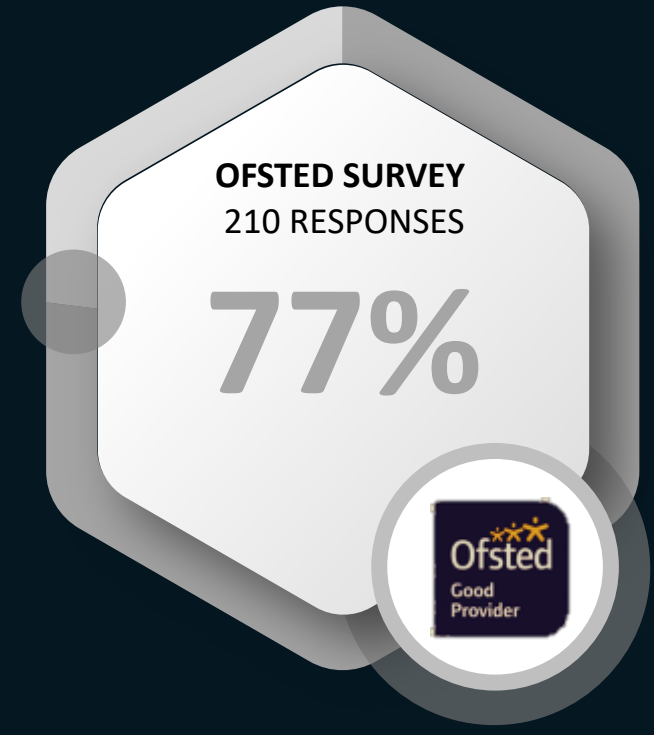
Of parents value the **Personal Development** and **Curriculum For Life** Education we are providing their children during this challenging time.

## METRIC 02



Of parents believe the school supports the wider Personal Development of their children.  
↑15% Since window opened

## METRIC 03



Of parents feel that their child can take part in clubs and activities at our school.