

Whole School Themes

First Give is a fantastic vehicle for supporting your delivery of SMSC across an entire year group.

Over an 8 lesson programme, a whole year group of students advocate for local charities they have chosen. They develop links with organisations in their community, learn the importance of giving and develop key professional skills such as leadership, confident communication and team work.

Spiritual			
✓	✓	✓	✓
Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.	Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.	Use of imagination and creativity in their learning.	Willingness to reflect on their experiences.
Moral			
✓	✓	✓	
Ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.	Understanding of the consequences of their actions.	Interest in investigating, and offering reasoned views about, moral and ethical issues.	
Social			
✓	✓	✓	
Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.	Willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.	Interest in, and understanding of, the way communities and societies function at a variety of levels.	
Cultural			
✓	✓	✓	
Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.	Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.	Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	

First Give enables schools and their students to become the heart of local communities. Students develop empathy, independence and their wider social skills in pursuit of doing something good for others. Students have the opportunity to fundraise, raise awareness and campaign, all of which makes them better rounded, more employable young people. **First Give** encourages the personal and character development of young people – key themes in the current educational climate – and contributes to literacy and enterprise initiatives.

NATIONAL CURRICULUM LINKS

CITIZENSHIP		
KS3 Aims	KS3 Subject Content	Example Activities/Issues
<p>Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood.</p> <p>Are equipped with the skills to think critically and debate political questions.</p>	<p>The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</p>	<ul style="list-style-type: none"> • Students must research and meet with local charities to understand why they are needed and how they operate • Students use this information to make their presentations to advocate for their chosen charity • Students must critically assess how £1,000 would be best spent by their chosen charity • Students plan and carry out social action projects to support social issues and local charities
KS4 Aims	KS4 Subject Content	Example Activities/Issues
<p>Deepen pupils' understanding of the rights and responsibilities of citizens.</p> <p>Pupils should develop their skills to use a range of research strategies, make persuasive arguments and substantiate their conclusions.</p> <p>They should experience and evaluate different ways that citizens can act together to solve problems and contribute to society.</p>	<p>Pupils should experience and evaluate ways that citizens can act together to solve problems and contribute to society.</p>	<ul style="list-style-type: none"> • Students learn about the role played by charities in providing a voice for and support to different groups of citizens • Students advocate for their charities by creating presentations about their work • Students learn about different ways of giving and action they can take to help, such as fundraising, campaigning or awareness raising • Students devise social action plans and actively participate in citizenship action for their selected charities

EXAM BOARDS

AQA	OCR	EDEXCEL
<p>GCSE Citizenship Studies</p> <ul style="list-style-type: none"> • 3.2 Life in modern Britain • 3.5 Active citizenship 	<p>GCSE Citizenship Studies</p> <ul style="list-style-type: none"> • Section 2.6 Citizenship participation in the UK • Section 4 Citizenship action 	<p>GCSE Citizenship Studies</p> <ul style="list-style-type: none"> • Theme D: Power and influence • Theme E: Taking citizenship action

CROSS-CURRICULAR LINKS

Aims	Subject Content	Example Activities/Issues
COMPUTING		
<p>Are responsible, competent, confident and creative users of information and communication technology</p>	<p>Create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability.</p>	<ul style="list-style-type: none"> • Students use PowerPoint/Prezi to a very high standard to create their presentations • Students create a short video to enhance their presentations • Students learn how to use the Charity Commission website and other research tools to research their charities

ENGLISH - KS3		
<p>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p> <p>Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</p> <p>Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>	<p>Reading: Make inferences and refer to evidence in text. Know the purpose, audience and context of writing and draw on this knowledge to support comprehension.</p> <p>Writing: Write for a wide range of purpose and audiences including a range of narrative and non-narrative texts, including arguments and personal and formal letters. Summarise and organise materials and supporting ideas and arguments with any necessary factual detail. Plan, draft, edit and proof read through considering how their writing reflects the audiences and purposes for which it was intended.</p> <p>Spoken Language: Pupils should be taught to speak confidently and effectively including through:</p> <ul style="list-style-type: none"> • Using standard English confidently in a range of formal and informal contexts including classroom discussion • Giving short speeches and presentations, expressing their own ideas and keeping to the point • Participating in formal debates and structured discussions, summarising and/or building on what has been said 	<ul style="list-style-type: none"> • Students infer meaning about social issues through a variety of 'texts' - both written and audio/visual • Through the drafting and re-drafting of their speeches, students consider how best to create the maximum impact on their audience, structure their ideas and develop an argument by choosing the most relevant and pertinent information. • The resources and lesson activities encourage structured class discussion and debate • Through the Presentation Skills Training (videos) and the Presentation Skills Workshop, students are given the tools to progress as confident communicators • Students are encouraged to include role play, poetry, music and dance in their presentations

CROSS-CURRICULAR LINKS

Aims	Subject Content	Example Activities/Issues
ENGLISH - KS4		
<p>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.</p> <p>Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.</p> <p>Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>	<p>Reading: Understand and critically evaluate texts through:</p> <ul style="list-style-type: none"> • Reading in different ways for different purposes, summarising and synthesising ideas and information, and evaluating their usefulness for particular purposes • Seeking evidence in the text to support a point of view, including justifying inferences with evidence <p>Writing:</p> <ul style="list-style-type: none"> • Adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue • Selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis • Selecting, and using judiciously, vocabulary, grammar, form, and structural and organisational features, including rhetorical devices, to reflect audience, purpose and context, and using Standard English where appropriate • Make notes, draft and write, including using information provided by others • Revise, edit and proof-read through: <ul style="list-style-type: none"> – Reflecting on whether their draft achieves the intended impact – Restructuring their writing, and amending its grammar and vocabulary to improve coherence, consistency, clarity and overall effectiveness – Paying attention to the accuracy and effectiveness of grammar, punctuation and spelling. <p>Spoken English: Pupils should be able to speak confidently, audibly and effectively, including through:</p> <ul style="list-style-type: none"> • Using Standard English when the context and audience require it • Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines • Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary • Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates • Listening and responding in a variety of different contexts, both formal and informal, and evaluating content, viewpoints, evidence and aspects of presentation • Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 	<ul style="list-style-type: none"> • Students infer meaning about social issues through a variety of ‘texts’ - both written and audio/visual. • Through the drafting and re-drafting of their speeches, students consider how best to create the maximum impact on their audience, structure their ideas and develop an argument by choosing the most relevant and pertinent information. • The resources and lesson activities encourage structured class discussion and debate • Through the Presentation Skills Training (videos) and the Presentation Skills Workshop, students are given the tools to progress as confident communicators • Students are encouraged to include role play, poetry, music and dance in their presentations

CROSS-CURRICULAR LINKS

Aims	Subject Content	Example Activities/Issues
PSHE - KS3 & KS4		
<p>PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.</p>	<p>(according to guidance by the PSHE Association)</p> <ul style="list-style-type: none"> • How to access and manage risks and to stay, and keep others, safe • To respect equality and be a productive member of a diverse community • To make informed choices and be enterprising and ambitious • How to develop employability, team working and leadership skills and develop flexibility and resilience 	<p>Students are empowered to have a positive impact in their communities</p> <ul style="list-style-type: none"> • Students develop empathy through learning about social issues • Students develop key professional skills teamwork, leadership through working teams on their project

RELIGIOUS EDUCATION

<p>RE contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.</p>	<p>(according to the Religious Education Council of England and Wales)</p> <p>KS3:</p> <ul style="list-style-type: none"> • Examine & evaluate issues about community relations and respect for all • Explore & express insights into significant moral & ethical questions pose by being human in ways that are well informed, using reasoning which may draw on a range of examples of real life, fiction or other forms of media <p>KS4:</p> <p>Areas of enquiry should include (among others)</p> <ul style="list-style-type: none"> • Ways of living • Questions of identity, diversity & belonging • Questions of values and commitments 	<ul style="list-style-type: none"> • Students develop a heightened understanding of the people, issues and charitable organisations in their communities • Through exploring a range of visual and audio-visual texts students are able to explore social issues in the lessons • Students explore notions of community and their role within it through actively taking part in acts of altruism and philanthropy
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ADDITIONAL QUALIFICATIONS

ASDAN		
<p>ASDAN Personal Development Programmes</p> <ul style="list-style-type: none"> • First Give has a Customised Agreement with ASDAN, which means that every student who achieves a First Give certificate is awarded 2 ASDAN credits (20 hours) towards the Personal Development Programmes 	<ul style="list-style-type: none"> • There are three Personal Development Programmes: Bronze (6 credits, 60 hours), Silver (12 credits, 120 hours) and Gold (18 credits, 180 hours) • A First Give certificate allows learners to use their 2 ASDAN credits towards any of the Personal Development Programmes. For example, a First Give certificate can provide 1/3 of the credits needed for ASDAN Bronze 	<ul style="list-style-type: none"> • A completed ASDAN Personal Development Programme can count as up to 6 of the 12 ASDAN credits required for the Certificate of Personal Effectiveness (CoPE) qualification at Levels 1 and 2. Progression to the ASDAN Universities Award is also available