

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 in teams 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. Often, these students go on to volunteer, campaign and fundraise, all of which makes them better rounded, more employable young people. **First Give** encourages the personal development of young people - a key Ofsted criteria this year - and contributes to literacy and enterprise initiatives.

2015: NATIONAL CURRICULUM LINKS

CITIZENSHIP		
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, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.</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> <p>The functions and uses of money, the importance and practice of budgeting and managing risk.</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.
	KS4 Subject Content	Example Activities / Issues
	<p>They should experience and evaluate ways that citizens can act together to solve problems and contribute to society.</p> <p>Diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.</p> <p>The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.</p>	<ul style="list-style-type: none"> • Students advocate for their charities by creating presentations about their work. • Students are encouraged to consider different ways of giving and engaging with their charities such as fund raising, campaigning or awareness raising.

2015: 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 30 second 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 or 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 (DVD) 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.
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2015: 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: • 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 (DVD) 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.

2015: 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 	<ul style="list-style-type: none"> • Students have to responsible and safe on their charity visits <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

Certificate of Personal Effectiveness (CoPE) Levels 1 & 2

- Communication
- Citizenship & Community Work
- Work Related Learning and Enterprise

Certificate of Personal Effectiveness (CoPE) Levels 3

- Active Citizenship
- Global awareness
- Enrichment activities
- Extended project

Short Course: Citizenship

- Module 2: Individuals and Communities
- Module 6: Global Citizenship

EDEXCEL

GCSE Citizenship Studies (full and short course)

- Unit 2: Participating in Society
- Unit 4: Citizenship Campaign

BTEC Level 1 Certificate in Teamwork, Personal Skills and Citizenship

- Volunteering, encouraging a sense of community responsibility and engagement, citizenship and supporting others

OCR

GCSE Citizenship Studies (full and short course)

- Unit A341: Rights and Responsibilities – Getting Started as an Active Citizen
- Unit A344: Identity, Democracy and Justice – Leading the Way as an Active Citizen

AQA

GCSE Citizenship Studies (full and short course)

- Theme 1: Community Action and Active Citizenship
- Theme 4: Global issues and making a difference
- Controlled Assessment: Key questions – how can I make a difference?*

Preparation for working life (Entry level 1, 2 and 3)

- Unit 7: Introduction to enterprise

*AQA provide specific titles for the controlled assessment, so you will need to adapt Giving Nation with this in mind at the issue and action selection stage.

PRINCES TRUST XL CLUB

- Personal, Interpersonal and Team Skills
- Active Citizenship
- Entrepreneurship and Enterprise
- Enrichment Projects