

## Global Learning (SMSC/PHSE)

Social, moral, spiritual and cultural aspects of learning are embedded into our schemes of learning as well as a through a wide range of bespoke activities, cultural trips and residential opportunities that contribute to preparing our pupils for life in modern Britain. For more details about SMSC click [here](#).

Summerhill is proud to be delivering comprehensive coverage of so many key skills and knowledge, which are fundamental to the growth of our students into successful young adults.

Please also be aware that this is working document and updates are ongoing. As areas and topics are covered, this document will be updated to reflect the new data.

Theme	Topic	Sub Topic	Sub-Sub Topic	Lead Teacher	Link to SMSC PHSE Citizenship Standards							
					Social	Cultural	Spiritual	Moral	British Values	PHSE	Citizenship	Religious Education
1.0 Politics, Economics, Business & Finance	1.1 British Values	1.1.1 Democracy	1.1.1.1 Separation of Powers	Dan Bull	S2; S3	C1; C2; C3		M2; M4	BV1; BV2; BV4	P16; P19	Cz1; Cz2; Cz3; Cz4; Cz7; Cz8; Cz9; Cz10; Cz12	
			1.1.1.2 Electoral Systems	Dan Bull	S2; S3	C1; C2; C3; C5	Sp3	M1; M2	BV1; BV2; BV3; BV4	P16; P19	Cz1; Cz2; Cz3; Cz4; Cz7; Cz8; Cz9; Cz10; Cz12	
			1.1.1.3 Political Parties	Dan Bull	S1; S2; S3	C1; C2; C3; C4; C5	Sp1; Sp3	M1; M2; M3; M4; M5	BV1; BV2; BV3; BV4	P8; P15; P18	Cz1; Cz2; Cz5; Cz7; Cz8; Cz13	
			1.1.1.4 Courts	Mike Glattback	S1; S2; S3	C1; C2; C3; C4	Sp3; Sp5	M1; M2; M3; M4; M5	BV2; BV3;	P15	Cz3; Cz4; Cz7; Cz11; Cz12	

			1.1.1.5 Rule of Law/Laws	Mike Glattback	S1; S3	C1; C2; C3	Sp1	M1; M2; M3; M4; M5	BV1; BV2; BV3; BV4	P14; P15; P18	Cz3; Cz4; Cz7; Cz11; Cz12	
			1.1.1.6 Human Rights	Dan Bull / Mike Glattback	S1; S3	C1; C2; C3	Sp1; Sp3	M1; M2; M4; M5	BV1; BV2; BV3; BV4	P15	Cz3; Cz4; Cz7; Cz10; Cz11; Cz12	
			1.1.1.7 International Law	Dan Bull / Mike Glattback	S1; S3	C1; C2; C3	Sp1; Sp3	M1; M2; M4; M5	BV1; BV2; BV3; BV4	P14; P15	Cz4; Cz9; Cz10; Cz11	
			1.1.2 British History	Dan Bull	S3	C1; C2; C3; C4; C5	Sp1; Sp3	M1; M2; M3; M4; M5	BV1; BV2; BV3; BV4	P15; P18	Cz1; Cz2; Cz3; Cz4; Cz7; Cz8; Cz9; Cz10; Cz11; Cz12	R1
			1.1.3 Volunteering and Community Engagement	James Wollerton	S1; S2	C4				P14	Cz5; Cz13	R1
<b>1.2 Employability</b>			1.2.1 WEX	James Wollerton	S1; S2; S3	C1; C2; C4; C5	Sp1; Sp2; Sp3; Sp4; Sp5	M1; M2; M3; M4; M5		P1; P5; P14; P15; P16; P17; P18; P19	Cz5; Cz6; Cz13; Cz14	

	1.2.2 Post 16		James Wollerton	S1; S2; S3	C1; C2; C4; C5	Sp1; Sp2; Sp3; Sp4; Sp5	M1; M2; M3; M4; M5		P1; P5; P14; P15; P16; P17; P18; P19	Cz5; Cz6; Cz13; Cz14	
	1.2.3 Careers		James Wollerton	S1; S2; S3	C1; C2; C4; C5	Sp1; Sp2; Sp3; Sp4; Sp5	M1; M2; M3; M4; M5		P1; P5; P14; P15; P16; P17; P18; P19	Cz5; Cz6; Cz13; Cz14	
	1.2.4 Revision, Study Skills, Exams and Self Review					Sp2; Sp4			P5		
<b>1.3 Leadership</b>			HoH	S1; S2; S3	C1; C2; C4; C5	Sp1; Sp2; Sp3; Sp4; Sp5	M1; M2; M3; M4; M5		P10; P16; P17	Cz13	
<b>1.4 Enterprise &amp; Business</b>			Rachel Checkley	S1; S2; S3	C1; C2; C4; C5	Sp1; Sp2; Sp3; Sp4; Sp5	M1; M2; M3; M4; M5		P5; P8; P16; P17; P18; P19	C6; C13; C14	
<b>1.5 Economic Environment</b>	1.5.1 Economy		Dan Bull	S1	C3		M1; M2	BV1	P15; P16; P17; P18; P19	C6; C13; C14	

	1.5.2 Interest		Dan Bull / Kev Quirke		C3			BV1	P15; P16; P17; P18; P19	C6; C13; C14	
	1.5.3 Inflation		Dan Bull / Kev Quirke		C3			BV1	P15; P16; P17; P18; P19	C6; C13; C14	
	1.5.4 Employment		Dan Bull	S1; S2	C3		M2	BV1	P15; P16; P17; P18; P19	C6; C13; C14	
1.6 Personal Finance	1.6.1 Budgets		Kev Quirke	S1			M1; M2	BV1	P15; P16; P18; P19	C6; C13; C14	
	1.6.2 Investments	1.6.2.1 Savings	Mike Glattback			Sp1			P15; P16; P18; P19	C6; C13; C14	
	1.6.3 Gambling		Mike Glattback			Sp1; Sp5			P5; P19	Cz14	

		1.6.4 Tax		Dan Bull	S3		Sp1; Sp3	M1; M2; M3; M5		P15; P18; P19	Cz6; Cz14	
		1.6.5 Credit/Debt		Kev Quirke			Sp1	M3; M5		P19	Cz6; Cz14	
2.0 Health & Wellbeing	2.1 Media & Social Media	2.1.1 E-Safety		Mike Rowley/ Matt Guest				M3; M4; M5		P4; P5; P8; P11		
		2.1.2 Pressures, Perception & Influence		Craig Holden		C1	Sp1; Sp3	M1; M2; M3; M4; M5		P2; P4; P5; P8; P11		
	2.2 First Aid		Pathways	S2						P2; P5; P7		
	2.3 Road Safety		James Wollerton					M5		P4; P7		

	2.4 Home Risk and Safety		Adrian Cresswell				M5		P4; P7		
	2.5 Drugs, Alcohol & Smoking	2.5.1 Habit, Independence and Addiction	Sarah Sprouting			Sp3; Sp5	M1; M2; M3; M5		P2; P4; P5; P6; P8	Cz14	
		2.5.2 Health Consequences	Sarah Sprouting			Sp3; Sp5	M1; M2; M3; M5		P2; P4; P5; P6; P8	Cz14	
		2.5.3 Legal & Life Consequences	Sarah Sprouting			Sp3; Sp5	M1; M2; M3; M5		P2; P4; P5; P6; P8	Cz12; Cz14	
	2.6 Healthy & Balanced Diets	2.5.1 Eatwell	HoH						P2; P6		
		2.5.2 Eating Disorders	Sarah Sprouting						P2; P6		

**2.7 Physical, Mental & Emotional Wellbeing**

2.6.1 Exercise & Sleep		Matt Guest						P2; P6		
2.6.2 Mental Health	2.6.2.1 Depression	Sarah Sprouting/ Helen Stevens			Sp2; Sp3; Sp5	M1; M5		P1; P2; P4; P5; P6; P10; P13		
	2.6.2.2 Anxiety	Sarah Sprouting/ Helen Stevens			Sp2; Sp3; Sp5	M1; M5		P1; P2; P4; P5; P6; P10; P13		
	2.6.2.3 Stress	Sarah Sprouting/ Helen Stevens			Sp2; Sp3; Sp5	M1; M5		P1; P2; P4; P5; P6; P10; P13		
2.6.3 Self Harm		Sarah Sprouting			Sp2; Sp3; Sp5	M1; M5		P1; P2; P4; P5; P6		
2.6.4 Puberty		Stacey Newton-Mason			Sp2			P1; P2; P3		

		2.6.5 Personal Hygiene		Stacey Newton-Mason			Sp1	M5		P2; P6		
		2.6.6 Cancer & Checks		Stacey Newton-Mason						P2; P4; P6		
3.0 Relationships	3.1 Sexual Relationships	3.1.1 Consent		Sarah Sprouting			Sp3; Sp5	M1; M2; M3; M4; M5		P1; P2; P3; P4; P5; P6; P8; P9; P10; P11; P12		
		3.1.2 Roles		Sarah Sprouting			Sp3; Sp5	M1; M2; M3; M4; M5		P1; P2; P3; P4; P5; P6; P8; P9; P10; P11; P12		
		3.1.3 Expectations		Sarah Sprouting			Sp3; Sp5	M1; M2; M3; M4; M5		P1; P2; P3; P4; P5; P6; P8; P9; P10; P11; P12		
		3.1.4 Marriage		Sarah Sprouting		C1; C5	Sp1; Sp3; Sp5	M1; M2; M3; M4; M5		P1; P2; P3; P4; P5; P6; P8; P9; P10; P11; P12		R1
		3.1.5 Contraception		Stacey Newton-Mason			Sp1; Sp3	M1; M2; M3; M4; M5		P1; P2; P3; P4; P5; P6; P8; P9; P10; P11; P12		R1



		3.1.6 STIs		Stacey Newton-Mason				M1; M2; M3; M4; M5		P1; P2; P3; P4; P5; P6; P8; P9; P10; P11; P12		
		3.1.7 Pregnancy		Stacey Newton-Mason			Sp1; Sp2; Sp3	M1; M2; M3; M4; M5		P1; P2; P3; P4; P5; P6; P8; P9; P10; P11; P12		
	<b>3.2 Bullying/Abuse</b>			Sarah Sprouting / Kev Quirke	S1; S3	C1; C2; C5	Sp1; Sp2; Sp3; Sp5	M1; M2; M3; M4; M5	BV2; BV3; BV4	P2; P4; P5; P6; P8; P9; P10; P11; P12; P14; P15	Cz3; Cz13	
	<b>3.3 Bereavement &amp; Loss</b>			Sarah Sprouting / Kev Quirke			Sp1; Sp2; Sp3; Sp5	M1; M2		P1; P2; P5; P10; P13		R1
	<b>3.4 Equality &amp; Diversity</b>	3.4.1 Discrimination/ Respect		House Team	S1; S3	C1; C2; C4; C5	Sp1; Sp3	M1; M2; M3; M4; M5	BV2; BV3; BV4	P5; P8; P14; P15	Cz3; Cz4; Cz5; Cz11; Cz13	R1
		3.4.2 Identity/ Respect		House Team	S1; S3	C1; C2; C4; C5	Sp1; Sp3	M1; M2; M3; M4; M5	BV2; BV3; BV4	P5; P8; P14; P15	Cz3; Cz4; Cz5; Cz11; Cz13	R1

	3.4.3 Religious Education		Kym Warby	S1; S2; S3	C1; C2; C4; C5	Sp1; Sp3	M1; M2; M3; M4; M5	BV2; BV3; BV4	P5; P8; P14; P15	Cz3; Cz4; Cz5; Cz11; Cz13	R1
<b>3.5 Children in Crime/ Radicalisation &amp; PREVENT</b>	3..5.1 CSE		Sarah Sprouting/ Sarah Flanagan	S1; S3	C1; C2; C4; C5	Sp1; Sp3	M1; M2; M3; M4; M5	BV2; BV3; BV4	P5; P8; P14; P15	Cz3; Cz4; Cz5; Cz11; Cz13	
	3.5.2 CCE		Sarah Sprouting/ Sarah Flanagan	S1; S3	C1; C2; C4; C5	Sp1; Sp3	M1; M2; M3; M4; M5	BV2; BV3; BV4	P5; P8; P14; P15	Cz3; Cz4; Cz5; Cz11; Cz13	
	3.5.3 Radicalisation/ PREVENT		Sarah Sprouting/ Sarah Flanagan	S1; S3	C1; C2; C4; C5	Sp1; Sp3	M1; M2; M3; M4; M5	BV2; BV3; BV4	P5; P8; P14; P15	Cz3; Cz4; Cz5; Cz11; Cz13	R1
	3.5.4 FGM		Sarah Sprouting/ Sarah Flanagan	S1; S3	C1; C2; C4; C5	Sp1; Sp3	M1; M2; M3; M4; M5	BV2; BV3; BV4	P5; P8; P14; P15	Cz3; Cz4; Cz5; Cz11; Cz13	

<b>Social</b>	7	8	9	10	11
Using a range of social skills in different contexts and with pupils from different religious, ethnic and socio-economic backgrounds	16	16	20	21	13
Participating in a variety of community and social settings, including volunteering, cooperating and resolving conflicts effectively.	8	8	11	11	7
Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.	17	23	20	21	11

<b>Cultural</b>	7	8	9	10	11
Understanding and appreciating the wide range of cultural influences that have shaped our own heritage and that of others.	17	20	21	21	11
Understanding and appreciating the range of different cultures within school and beyond as an essential preparation for life in modern Britain.	15	18	19	20	10
Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.	5	7	11	12	6
Participating in and responding positively to sporting, artistic and cultural opportunities.	10	13	13	13	8
Exploring, improving understanding of and showing respect for different faiths and cultural diversity, as shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	13	14	15	15	8

<b>Spiritual</b>	7	8	9	10	11
Developing personal values and reflecting on their own beliefs religious or otherwise.	16	19	23	25	15
Experiencing enjoyment and fascination in learning about themselves.	9	10	11	12	12
Understanding human emotions and feelings?	22	29	31	33	20
Using imagination and creativity in their learning	40	40	40	40	40
Willingness to reflect on their experiences	11	17	19	19	9

<b>Moral</b>	7	8	9	10	11
Developing and expressing personal values and views	23	30	34	37	22
Investigating and offering reasoned views about moral and ethical issues, as well as understanding and appreciating the viewpoints of others	21	27	32	35	19
Moral codes and modes of living	22	23	26	28	15
Recognising right and wrong, applying this understanding to their own lives and civil and criminal law in England.	21	23	24	26	11
Understanding consequences of their behaviour and actions	23	31	34	35	21

<b>British Values</b>	7	8	9	10	11
Democracy. Pupils have an understanding of how citizens can influence decision-making through the democratic process	6	8	11	11	7
Individual liberty. Pupils have an understanding that the freedom to choose and hold other faiths and beliefs is protected in law	13	14	15	15	6

Mutual respect and tolerance. Pupils have an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. Pupils have an understanding of the importance of identifying and combating discrimination.	12	14	14	14	6
The rule of law. Pupils have an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety. Pupils have an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.	13	14	14	14	6

PSHE KS3 & KS4	7	8	9	10	11
Managing transition. Pupils should be taught how to manage transition.	6	11	12	14	8
Maintaining physical, mental & emotional health & well-being inc. sexual health. Pupils should be taught how to maintain physical, mental and emotional health and well-being including sexual health	17	23	20	17	11
Knowing about parenthood & consequences of teenage pregnancy. Pupils should be taught about parenthood and the consequences of teenage pregnancy	1	5	5	6	1
Assessing & managing risks to health and keeping self & others safe including road safety. Pupils should be taught how to assess and manage risks to health and to stay, and keep others, safe.	12	16	16	16	10
Identifying & accessing help, advice & support	20	25	27	28	17
Making informed choices about health and well-being matters. Pupils should be taught how to make informed choices about health and well-being matters including drugs, alcohol and tobacco; maintaining a balanced diet; physical activity; emotional health and well-being and sexual health. Learn about cancer and cancer prevention.	13	22	16	15	8
Responding in an emergency, including administering first aid. Pupils should be taught how to respond in an emergency including administering first aid	2	2	2	1	1
Understanding the role and influence of the media on lifestyle. Pupils should be taught the role and influence of the media on lifestyle.	14	18	18	20	10
Developing & maintaining healthy relationships & developing parenting skills. Pupils should be taught how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts and to develop parenting skills	1	5	4	7	1
Recognising & managing emotions within a range of relationships	6	10	9	12	6
Dealing with risky or negative relationships. Pupils should be taught how to deal with risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters.	3	7	6	8	2

Knowing about the concept of consent in a variety of contexts. Pupils should be taught about the concept of consent in a variety of contexts (including in sexual relationships)	1	5	4	7	1
Knowing about managing loss including bereavement, separation & divorce.	4	4	4	4	4
Respecting equality and being a productive member of a diverse community.	9	11	12	13	6
Understanding rights responsibilities as community members, citizens participants. Pupils should be taught about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy	12	15	21	23	15
Making informed choices & how to be enterprising & ambitious.	5	6	11	13	10
Developing employability, team working & leadership skills, flexibility & resilience.	2	3	8	9	8
Knowing about the economic & business environment.	4	5	11	13	11
Understanding how financial choices affect self/others & rights as a consumer	4	5	13	15	12

Citizenship	7	8	9	10	11
The political system. Pupils should be taught about the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.	3	4	3	3	1
Parliament. Pupils should be taught about the operation of Parliament, including voting and elections, and the role of political parties.	3	4	3	3	1
Precious liberties of UK citizens. Pupils should be taught about the precious liberties enjoyed by the citizens of the United Kingdom.	13	13	13	13	5
Rules laws and the justice system. Pupils should be taught about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.	12	13	13	13	4
Public institutions, voluntary groups & communities. Pupils should be taught about 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.	7	7	9	11	6
Functions and uses of money. Pupils should be taught about the functions and uses of money, the importance and practice of budgeting, and managing risk.	2	3	11	12	11
Parliamentary democracy and the constitution of the UK. Pupils should be taught about parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.	5	6	6	6	2
Electoral systems in and beyond the UK. Pupils should be taught about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.	3	4	3	3	1

Others systems and forms of government beyond the UK. Pupils should be taught about other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.	3	4	3	3	0
Local, regional and international governance & the UK's relations with others. Pupils should be taught about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.	4	5	4	4	1
Human rights and international law. Pupils should be taught about human rights and international law.	10	11	11	11	4
6. The legal system in the UK. Pupils should be taught about the legal system in the UK, different sources of law and how the law helps society deal with complex problems.	6	7	6	6	2
Contributing to the improvement of the community. Pupils should be taught about 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.	11	11	18	20	15
Money and finance. Pupils should be taught about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	5	6	19	16	15

<b>Religious Education</b>	7	8	9	10	11
Students should study at least two religious traditions one of which must be Christianity and have an opportunity to be acquainted with other principal religions	38	38	15	10	10