

Elms Bank Long Term Plan



Key to Pathways:

Inspire	
Explore	
Thrive	

Cultural Studies, PSHE and RESPECT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ALL Pathways – PSHE Drop Down Days						
Year 7 - College	Emotional Well Being and Self Image	Anti-Bullying	Difference and Diversity	Internet Safety	Drug Awareness and Alcohol	
Inspire Pathway – Cultural Studies						
Year 7 -8 Year 1	<p><u>Who is our class named after?</u></p> <p>Students will research the person behind the name of their new class by:</p> <p>Using their key skills in groups and individually to find out about the person their class is named after.</p> <p>Using a variety of different resources such as books, internet, news reports and films to produce a classroom display.</p>	<p><u>Researching and creating a session for Culture Day – Bury</u></p> <p>Students will research the History, Geography and Religious Culture of Bury by:</p> <p>Visiting the centre of Bury.</p> <p>Exploring and recognising the change and development that has taken place since WW2.</p> <p>Experiencing and writing about the different religions, food, buildings and activities that can be experienced in the area of Bury.</p> <p>Students will use the information they have gained from the previous half term and create educational session for another class.</p> <p>Students will use the information they have gained from the previous half term and create educational session for another class.</p>	<p><u>Who are our neighbours? – Scotland/ Wales/Ireland</u></p> <p>Students will research the History, Geography and Religious Culture of Scotland, concentrating on Edinburgh, Isle of Skye, Conway and Dublin by:</p> <ul style="list-style-type: none"> • Exploring and recognising the change and development that has taken place since WW2. • Experiencing and writing about the different religions, food, buildings and activities that can be experienced in the area of Edinburgh, Isle of Skye, Conway and Dublin. • Comparing Conway and Dublin, looking at the similarities and differences. 			

		<p>In preparation for the session they will have to research what other students enjoy and learning styles.</p> <p>They will have to track, assess and evaluate their session.</p>				
Inspire Pathway – RESPECT						
Year 9 – 10 Year 1	<u>Difference and Diversity</u> <ul style="list-style-type: none"> • MLK- Beliefs and Values • Anne Frank – Holocaust 	<u>SRE</u> <ul style="list-style-type: none"> • Relationships • Sexual Intercourse • STI's • Contraception • Body Image/Respect 	<u>Financial Capability</u> <ul style="list-style-type: none"> • Budgeting • Banking • Loans and debt 	<u>Marriage, Divorce and Separation within Modern Society</u> <ul style="list-style-type: none"> • Relationships and commitment • Parenting skills • Home and extended family 	<u>Drugs Alcohol and Consequences on Young people</u> <ul style="list-style-type: none"> • Peer pressure • Consequences • Law • Risk 	<u>Careers</u> <ul style="list-style-type: none"> • College and Post 16 Provision • CV • Personal Skills and Qualities • Interview Techniques • Connexions – workshop •
Year 11	<u>Difference and Diversity</u> <ul style="list-style-type: none"> • Sophie Lancaster Trust • Racism/Homosexuality • Hate/Mate Crime • Cultural Awareness Visits – Islam, Christianity and Judaism 	<u>SRE</u> <ul style="list-style-type: none"> • Relationships • Sexual Intercourse (law & development) • STI's • Contraception • Body Image/Respect • Parenting skills • Visit to YPAS 	<u>Financial Awareness</u> <ul style="list-style-type: none"> • Life Skills with Barclays Bank • Home/saving for the future • Money skills • Bank visit - 	<u>Bereavement</u> <ul style="list-style-type: none"> • Beliefs and values • Morals and values • Death and sympathy • Burial rights within Religions • Pro - Life 	<u>Drugs, Alcohol and Risk</u> <ul style="list-style-type: none"> • Media and social pressure • Risk and health factor 	<u>Social Behaviour and the Law</u> <ul style="list-style-type: none"> • Anti-Social behaviour • Gangs • Crime and the law – Court Visit
Explore Pathway –						

Cultural Studies							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7- 9 Year 1	<p><u>What does our class name mean?</u></p> <p>Students will research the meaning behind their new name for the class by:</p> <ul style="list-style-type: none"> Using their key skills in groups and individually to find out about the new name of their class. Using a variety of different resources such as books, internet, news reports and films to produce a classroom display. 	<p><u>Where is my school?</u></p> <p>Students will experience the History, Geography and Religious Culture of Bury by:</p> <ul style="list-style-type: none"> Visiting the centre of Bury looking at the change and development that have taken place since WW2. Experiencing the different religions, food, buildings and activities that can be experienced in the area of Bury. 		<p><u>What is in my city?</u></p> <p>Students will experience the History, Geography and Religious Culture of Manchester by:</p> <ul style="list-style-type: none"> Visiting the centre of Manchester. Experiencing what is available in the city. Understanding the different religions, food, buildings and activities that can be experienced in the area of Manchester. 	<p><u>Who are our neighbours? – Scotland, Wales/Ireland</u></p> <p>Students will experience the History, Geography and Religious Culture of Scotland, concentrating on Edinburgh, Isle of Skye, Conway and Dublin by:</p> <ul style="list-style-type: none"> Understanding where Scotland, Wales and Ireland are in relation to their school. Recognising the changes and developments that have taken place since WW2. Exploring the different religions, food, buildings and activities that can be experienced in Scotland, Wales and Ireland. Comparing the places and look at the differences. 		
Explore Pathway - RESPECT							
Year 10	<p><u>Difference and Diversity</u></p> <ul style="list-style-type: none"> MLK- Beliefs and Values Anne Frank – Holocaust 		<p><u>SRE</u></p> <ul style="list-style-type: none"> Relationships Sexual Intercourse STI's Contraception Body Image/Respect . 		<p><u>Financial Capability</u></p> <ul style="list-style-type: none"> Budgeting Banking Loans and debt 		
Year 11	<p><u>Difference and Diversity</u></p> <ul style="list-style-type: none"> Sophie Lancaster Trust Racism/Homosexuality Hate/Mate Crime 		<p><u>SRE</u></p> <ul style="list-style-type: none"> Relationships Sexual Intercourse (law & development) STI's 		<p><u>Financial Awareness</u></p> <ul style="list-style-type: none"> Life Skills with Barclays Bank Home/saving for the future Money skills 		

	<ul style="list-style-type: none"> Cultural Awareness Visits –Islam, Christianity and Judaism 	<ul style="list-style-type: none"> Contraception Body Image/Respect Parenting skills Visit to YPAS 	<ul style="list-style-type: none"> Bank visit- 			
Thrive Pathway – Cultural Studies						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3 – Year 1	<p><u>What does our class name mean?</u></p> <p>Students will look into the park their class is named after by:</p> <ul style="list-style-type: none"> Sharing information on ourselves and the exploration of their cultures, likes and dislikes through sensory stories, videos, role play etc Exploring sensory elements such as objects of reference, themed songs/ music, characters, crafts, smells and switch sound effects Showing responses and preferences in response to stimuli and repeated elements within lessons. Creating a display about their class community. 	<p><u>Where is my school?</u></p> <p>Students will look at the area of Bury by:</p> <ul style="list-style-type: none"> Sharing information on ourselves and the exploration of Bury through sensory stories, videos, role play etc Experiencing the History, Geography and Religious Culture of Bury. Exploring sensory elements such as objects of reference, themed songs/ music, characters, crafts, smells and switch sound effects Showing responses and preferences in response to stimuli and repeated elements within lessons. Recognising the changes and developments that have taken place since WW2. Visiting key areas in Bury. 	<p><u>What is in my city?</u></p> <p>Students will look at the city of Manchester by:</p> <ul style="list-style-type: none"> Sharing information on ourselves and the exploration of Manchester through sensory stories, videos, role play etc Experiencing the History, Geography and Religious Culture of Manchester. Exploring sensory elements such as objects of reference, themed songs/ music, characters, crafts, smells and switch sound effects Recognising the changes and developments that have taken place since 	<p><u>Who are our neighbours? – Scotland</u></p> <p>Students will look at Scotland by:</p> <ul style="list-style-type: none"> Sharing information on ourselves and the exploration of Scotland through sensory stories, videos, role play etc Exploring sensory elements such as objects of reference, themed songs/ music, characters, crafts, smells and switch sound effects Showing responses and preferences in response to stimuli and repeated elements within lessons. Recognising the 	<p><u>Who are our neighbours? - Wales/Ireland</u></p> <p>Students will look at Wales/Ireland by:</p> <ul style="list-style-type: none"> Sharing information on ourselves and the exploration of Wales/Ireland through sensory stories, videos, role play etc Exploring sensory elements such as objects of reference, themed songs/ music, characters, crafts, smells and switch sound effects Showing responses and preferences in response to stimuli and repeated 	<p><u>The UK</u></p> <p>Students will bring together their experiences of the UK by:</p> <ul style="list-style-type: none"> Sharing information on ourselves and the exploration of the UK through sensory stories, videos, role play etc Exploring sensory elements such as objects of reference, themed songs/ music, characters, crafts, smells and switch sound effects Showing responses and preferences in response to stimuli and repeated elements within lessons

			<p>WW2.</p> <ul style="list-style-type: none">• Showing responses and preferences in response to stimuli and repeated elements within lessons.• Visiting key areas in Manchester.	<p>changes and developments that have taken place since WW2.</p>	<p>elements within lessons.</p> <ul style="list-style-type: none">• Recognising the changes and developments that have taken place since WW2.	<ul style="list-style-type: none">• Creating a display about the UK in their classroom.• They will visit a key place in the North West.
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