

**AL-ZAHRA SCHOOL**

**Personal, Social, Citizenship, Health  
and Economic Education (PSCHE)  
POLICY**

To be read in conjunction with  
Curriculum Policy & Subject Policies.

**2024/25**

Schools:	Al-Sadiq School
Head Teacher:	Mr Khoei
PSCHE Coordinator	Mrs Azam
Named Personnel with designated responsibility for Child Protection (Child Protection Committee)	
Designated Safeguarding Lead:	Mrs S Rizvi
Deputy Safeguarding Lead:	Mrs Z Rizvi & Mr Bayati (KS3 and KS4), Mrs E Jaffri (KS2)
Policy Review Dates	
Academic year:	2024/25
Review Cycle:	Annual
Last Review Date:	JUNE 2024
Al-Khoei Foundation Ratification:	SEPT 2024
Date Shared with Staff:	SEPT 2024
Next Review Date:	SEPT 2025

## TABLE OF CONTENTS

<b>1. INTRODUCTION .....</b>	<b>4</b>
I. POLICY AIMS.....	4
II. OBJECTIVES.....	4
<b>2. PSCHE CURRICULUM SUMMARY .....</b>	<b>5</b>
I. INTENT .....	5
II. IMPLEMENTATION.....	5
III. IMPACT .....	6
<b>3. ROLES AND RESPONSIBILITIES .....</b>	<b>6</b>
I. PROVISION.....	7
II. FRAMEWORK .....	7
III. LEARNING AND TEACHING .....	8
IV. INTER-FAITH EVENTS .....	8
V. CITIZENSHIP EVENTS .....	9
<b>4. RELATIONSHIP AND SEX EDUCATION (RSE).....</b>	<b>10</b>
I. FAMILIES .....	11
II. RESPECTFUL RELATIONSHIPS INCLUDING FRIENDSHIPS .....	12
III. ONLINE AND MEDIA .....	12
IV. HEALTH AND WELLBEING .....	12
V. BEING SAFE .....	13
VI. INTIMATE AND SEXUAL RELATIONSHIPS, INCLUDING SEXUAL HEALTH RESOURCES .....	13
VII. VOTESFORSCHOOLS PSHE THEMES (THEME 1: HEALTH AND WELLBEING).....	14
VIII. RELATIONSHIPS.....	14
IX. LIVING IN THE WIDER WORLD .....	15
<b>ANNEX A; PSHE PROGRAMME .....</b>	<b>16</b>

## 1. INTRODUCTION

Our personal, social, citizenship, health and economic education (PSCHE) programme promotes children's personal, social and economic development, as well as their health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Al-Zahra school, children's wellbeing, happiness and safety are our first priority. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, and in the community..

### i. Policy Aims

Through the PSHE Al-Zahra school aims to build the whole individual by helping them to achieve their full potential spiritually, morally, physically and mentally. We believe that through developing a positive independent mind set, pupils are able to thrive in school and make a positive contribution to society.

### ii. Objectives

To enable the children to: -

- Know and understand what constitutes a healthy lifestyle;
- Be aware of safety issues;
- Understand what makes for good relationships with others;
- Have respect for others regardless of race, gender and mental and physical disability;
- Be independent and responsible members of the school community;
- Be positive and active members of a democratic society;
- Play an active part in decision making;
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues;
- Develop good relationships with other members of the school and the wider community;
- Develop positive learning behaviours
- To play a proactive role in the community

## 2. PSCHE Curriculum Summary

### i. Intent

PSCHE gives pupils the knowledge, skills and attributes they need to keep themselves healthy, safe and prepare them for life and work in modern Britain. Alongside developing the attributes they need to manage their lives now and in the future.

The PSCHE programme will embrace the challenges of creating happy and successful young adults, students will acquire the knowledge that will enable them to make informed decisions about their own and others wellbeing, health and relationships and to build their self-efficacy. Students will also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. This subject can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age appropriate teaching of this subject will help prepare students for the opportunities, responsibilities and experiences of adult life. It will also promote the spiritual, moral, social and cultural, mental and physical development of pupils, at school and in society. The programme will help students to interact properly with their teachers and fellow students, turning their classroom into a better learning environment.

### ii. Implementation

The PSCHE programme is delivered in tutor time in the Votes for Schools lessons and PSCHE lessons.

The Votes for Schools programme ensures that the curriculum promoted life skills and current affairs through tutor time sessions as well as assemblies. SMSC constitutes a weekly theme through these lessons in the tutor time.

The PSCHE programme will utilise resources that have been approved by the PSHE Association and the Association of Muslim Schools.

PSCHE/RSE Drop Down Days include three themes in each term: Mental Health and Well Being, Living in the Wider World and Relationships.

### iii. **Impact**

Students will use dialogue and debate to explore questions that will develop knowledge and understanding of the topics. Concept maps, posters and role plays will be carried out in the various topics.

## **3. Roles and responsibilities**

The SLT have the following responsibilities:

- To lead the review of the PSHE policy;
- To ensure that an up-to-date PSHE policy is in place and is made available to parents/ carers;
- To ensure that the PSHE policy and curriculum are in line with the non-statutory guidance in the National Curriculum 2014;
- To ensure that the policy and programme reflect a whole school approach particularly in relation to consultation;
- To monitor the standards of children's work and the quality of learning and teaching.

The PSHE Coordinator has the following responsibilities:

- To lead on the evaluation of the PSHE policy and programme;
- To ensure that resources used are relevant and appropriate to the needs of the children;
- To ensure that they have the necessary skills, confidence, knowledge, and resources in order to deliver effective PSHE;
- To assist colleagues to incorporate PSHE aspects into their subject policies by giving information about current developments in the subject and by providing a strategic lead and direction for the subject in school.

Teachers have the following responsibilities:

- To ensure that they, or anyone working in their classroom to deliver/support PSHE, is doing so in line with the school's PSHE policy, and other relevant school policies;
- To contribute to the evaluation of the programme;
- Assessing children's progress against the agreed learning outcomes;
- Communicating with parents/carers when appropriate/necessary;
- To evaluate the strengths and weaknesses in the subject and indicating areas for further improvement.

Working with Parents/ Carers:

- We recognise that parents/ carers are key partners in our delivery of a comprehensive PSHE programme for pupils. The PSHE we deliver is designed to support the important role of parents/ carers in this area;
- If parents/ carers have concerns about any of the content to be covered, we ask that these are addressed to the Head Teacher.

## **i. Provision**

PSHE at Al-Zahra school follows the Framework for PSHE, given as non-statutory guidance in the National Curriculum 2014. Within the EYFS curriculum; aspects covered include: Self-confidence and self-awareness; Managing feelings and behaviour; Making relationships; and Health and self-care aspect covered through Physical Development and children making connections is strongly linked to play. During KS1 and KS2 pupils build upon the skills, attitudes and values, knowledge and understanding they began to acquire in EYFS. They learn skills to develop effective relationships, assume greater personal responsibility and keep themselves safe. Although not directly taught as a discrete subject, its taught in cross-curricular areas of Literacy for enquiry/communication skills, Numeracy for aspects of financial capability, Science for healthy lifestyles; and safety issues, ICT for safe communication using the Internet, History for aspects like reasons for/results of historical event, Geography for environmental issues, P.E. for the development of social and personal skills, and Islamic for moral beliefs values and practices. Moreover, pupils are given the opportunity to learn the Fundamental British values through their Citizenship Lessons and this is timetabled as a subject at KS3. PSHE lessons are timetabled simultaneously with the Citizenship lesson, and once a month, form tutors follow a set programme of study which further focusses on the self-development of the pupils. This is further enhanced through trips and extra-curricular events.

Moreover, in addition to Curriculum and subject policies, this provision has clear links with other school policies aimed at promoting pupil's spiritual, moral, social and cultural development including our Behaviour Policy, Anti-bullying Policy, Enrichment Policy and Equality Policy.

## **ii. Framework**

The following the framework at Al-Zahra school would enable our pupils to be taught the five key components of PSHE knowledge, skills and understanding:

- Developing confidence and responsibility and making the most of their abilities (having high aspirations and being the best they can be);
- Developing a healthy, safer lifestyle;
- Developing an understanding of relationships and respecting the differences between people;
- Preparing for the opportunities, responsibilities and experiences of later life;
- Developing an understanding about the role in society and how to contribute to their communities.

Al-Zahra school curriculum offers discreet whole school themed assembly events on:

- Anti-Bullying and Internet Safety;
- Keeping Healthy, Keeping Safe;
- Our Moral Islamic Values;
- British values of The rule of law; Democracy; Mutual respect and tolerance; and Individual liberty;
- Variety of charity and fundraising as well as inter-faith and citizenship events.

### **iii. Learning and Teaching**

- During timetabled PSHE time, an emphasis is placed on active learning through planned discussions, circle-time, investigations, role-play activities, puppets, group-work and problem-solving;
- All teachers will endeavour to provide a safe learning environment through the establishment of clear ground rules which are made explicit to the children and reinforced consistently;
- Visiting speakers such as the police and health workers also contribute to the taught curriculum;
- Beyond timetabled PSHE lessons, pupils are supported in applying the skills they are learning, in real-life situations as they arise: e.g. resolving conflicts; working as part of a group on a project and sharing their thoughts on a school matter to a wider group;
- Additionally, Religious Education is used to strengthen and develop the faith identity of Pupils so that they can learn to differentiate between Islam and their inherited family culture. This equips them better to integrate the principles of Islam into our new shared multi-faith British culture.
- Children are encouraged to take part in a range of practical activities to promote active citizenship, e.g. charity fund-raising; the planning of special events at school; making class rules; school council meetings; and by taking on roles of responsibility for themselves, for others and for the school;
- Children are given an opportunity to have work displayed during the school year. Al-Zahra school events including Islamic events and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Children are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement;
- Achievement Awards are aimed at celebrating personal best in an area of learning. Good news notes and postcards sent home are both ways of acknowledging children effort and attainment;
- VotesforSchools weekly resources provide lessons for PHSE

### **iv. Inter-faith Events**



Often public manifestations of our faiths, e.g. street walks to commemorate certain events, such as the fortieth day after the massacre at Karbala (Arbaeen) or a Good Friday procession, cause people to ask what they are about and thus are a significant opportunity to build bridges between different faiths by communicating the philosophy and principles they are based upon. By people from different faiths cooperating in commemorating and talking about such events, a deeper understanding is engendered. If we say that we care about our neighbours from other communities, then we need to understand those things that are important to them.

At Al-Zahra school have had several interfaith events which have involved the children and their families. By commemorating them with people of other faiths, we draw this common bond to the attention of the nation and reinforce the sense of belonging for all faiths in our developing British multi-faith society.

Peace on earth between all peoples is a goal that unites us all and thus we rightly share such powerful mega themes. We send a powerful message to people without a developed understanding of the role of faith in the lives of many of their fellow citizens when we publicly mark important events together. Faith unites human beings; it does not divide.

#### **v. Citizenship Events**

At Al-Zahra school we offer citizenship studies as part of PSCHE to motivate and educate our children to become thoughtful and active citizens who engage intelligently and enthusiastically with public life. We believe that community organising is founded on the principle that community-based organisations; schools, churches, mosques and synagogues need to develop the leadership capacity of their community. Through training in the art of building strong community relationships and taking effective public action, we have given our community the confidence to participate in public life order to:

- Provide opportunities for young people to make a positive contribution
- Learn new skills
- Build new and diverse relationships
- Encourage young people to take personal responsibility for their community
- Develop the leadership capacity of the children

Al-Zahra school Pupils participate in Brent Citizens Delegates assembly where they sent a. Leaders from across the alliance gathered to vote on what campaigns they would pursue for the next year and how they would further them in their respective teams. At the first Brent delegates assembly the children from Al-Zahra school have embarked on a journey to make serious change around how care is delivered in Brent but they also persuaded the alliance to add the

issues of Parking to our borough agenda. This encapsulates the positive effect and understanding of issues within their Borough and how best to persuade others to agree with your opinion. Al-Zahra school have also joined the annual Citizens UK Schools Conference. This conference is a chance to learn about and be inspired by the practical and creative ways that members of London Citizens have used community organising to make change for the good, both within schools and in relationship with their wider communities. There is a selection of workshops, run by members of London Citizens, on the successful use of community organising techniques. These workshops include case studies of successfully engaging parents/ carers, strengthening spiritual, moral, social and cultural values, developing student leadership and building effective partnerships to improve the school, its place in the community and to widen the range of quality learning opportunities for our children.

#### **4. Relationship and sex education (RSE)**

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. At Al-Zahra school we are committed to giving all children the opportunity to develop as responsible citizens. We believe that RSE is an integral part of this development. As such, RSE aims to prepare children for the natural changes that will occur as they grow towards physical & emotional maturity, and to reassure them that these changes are normal and healthy. We also recognise that parents/ carers are the key people in teaching their children about sex, relationships and growing up and as such we aim to work in partnership with parents/ carers and our pupils.

Al-Zahra school believes that RSE should:

- Be an integral part of the lifelong learning process, and an entitlement for all young people;
- Encourage every pupil to contribute to our community and aim to support each individual as they grow and learn;
- Be set within this wider school context, and supports family commitment and love, respect and affection, knowledge and openness;
- Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage pupils and teachers to share and respect each other's views; and be aware that there are different approaches to sexual orientation;

- The important values in a successful relationship are love, respect and care for each other;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that the wider community has much to offer and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

The inclusion of RSE within PSHE as well as issues covered in our Science and Religious Studies curriculum will lead to greater understanding and attitudes that will prepare our pupils to view their relationships in a positive manner. RSE is dealt with sensitively, age appropriate (year 7 onwards), with consideration being given to our Islamic religious belief and cultural values. Children are encouraged to consider the importance of respect for themselves, as well as the acceptance of and responsibility towards the needs and views of others. Through this, it is intended that RSE will provide children with a forum and atmosphere within which they feel able to discuss their expectations, fears, understanding and misunderstandings in a way that allows children to ask and explore moral questions. For further information please refer to our RSE policy.

#### **i. Families**

- Every VfS lesson is aligned to two rights of the child from the UNCRC, reinforcing that adults have a responsibility to ensure children's rights are fully protected.
- Lessons give children the opportunity to discuss different relationships in a safe setting, and some issues of tension that can arise in specific relationships, e.g. protection vs agency in a parent-child relationship.
- When sensitive issues are covered, lessons signpost students to organisations and people they can go to for further advice, guidance or support.
- Through discussions on discrimination, stereotyping and human rights, students learn how the law can serve to protect people, and the implications if the law is broken.
- By being exposed to a range of diverse views and opinions each week, students learn to respectfully disagree and form their own opinion. They develop their confidence in coming to their own judgement which also helps to keep them safe.
- Through a vote, students learn that difference is to be respected, and that it is OK to disagree with someone.

## ii. **Respectful relationships including friendships**

- Lessons promote respect by getting students to listen to those with different opinions, empathise with others and be exposed to different perspectives, stories, cultures etc.
- Resources from Votes for Schools promote equality and inclusion by exploring topics such as discrimination, stereotyping and hate crime. Sensitive issues like racism, homophobia, sexism and extremism are covered in a safe and age-appropriate way to help students challenge views held by other influences in their lives.
- Lessons are often based around a protected characteristic and emphasise that the law is there to protect people. Through this, students learn that they have rights but also responsibilities.
- Students discuss different types of bullying and unacceptable behaviour through scenario-based activities that allow them to explore the impact of actions and words on others.
- Through VfS lessons, students are encouraged to speak up and have a voice both on issues that are important to them, but also when something is worrying or negatively affecting them.

## iii. **Online and media**

- VfS encourages students to be critical of what they see and to take a cautious approach to information that is not from a reputable or reliable source. This will help them online and in real life.
- By looking at both sides of a debate, students learn to be critical and challenge their own opinions. This can help them to stay safe online. It might, for example, help them to spot 'fake news'.
- Our lessons follow the news and focus on issues to do with the internet and social media that are directly relevant to young people. In doing so, students are given a safe space to discuss and seek support on issues that impact their lives.
- Wherever relevant, resources draw examples from apps and games that we know are popular with young people, to make the lessons engaging for students and relevant to their lives.
- Through scenario-based activities, students are encouraged to explore the impact of risky behaviour, both in real life and online.
- Where relevant, lessons inform students of the law in relation to the internet, so they can ensure they know their rights and responsibilities.

## iv. **Health and Wellbeing**

- Throughout the year, our topics cover themes relating to health and wellbeing, both physical and mental. When these topics are covered, students are informed of how they can stay safe, healthy and well.
- Topics are often based around sensitive and controversial issues. By discussing these in a safe space, students become used to talking about difficult issues. This can help them, both now and in the future, to bring up their own challenges and share concerns with others.
- VotesforSchools empowers and encourages students to have a voice; this gives them the tools to 'speak out' on any personal issue, or when they see others in risky situations.
- Students are given regular opportunities to explore the lives of different individuals with different experiences, stories and circumstances. Through this, students talk about different emotions, feelings and have the opportunity to discuss whether any action needs to be taken to help or protect someone. Lessons encourage students to have a critical eye when looking at facts and information.

#### **v. Being safe**

- Through discussing topical issues that are pertinent to young people – such as knife crime, radicalisation and county line drug dealing - in an age-appropriate and sensitive way, students are given a safe space to talk about how they can keep each other and themselves safe.
- The weekly voting platform gives students a chance to be heard beyond the school gates. This is a powerful self-safeguarding tool as it encourages students to 'speak out', keeping them safe both now and in the future.
- When sensitive issues are covered, lessons signpost children to places or people they can go if they are worried about anything, e.g. Childline.
- Lessons encourage students to be critical thinkers, and question information they are given, a skill which can help counter powerful negative influences both online and in real life.
- Lessons equip students with knowledge of pressing local, national and global issues as well as the technical vocabulary to be able to have informed discussions and report concerns with confidence.

#### **vi. Intimate and sexual relationships, Including sexual health Resources**

- Do RSE is a suite of online resources designed to support RSE in schools. (<https://www.dosreforschools.com/>)
- The Sex Education Forum has teaching materials: ([www.sexeducationforum.org.uk/resources/teaching-resources](http://www.sexeducationforum.org.uk/resources/teaching-resources))
- Rise Above is a website from Public Health England where students can find inspiring and useful stories, videos, games and advice. It includes issues around drug and alcohol use, relationships and sex education, body image, emotional health and wellbeing. (<https://riseabove.org.uk/>)
- Charity Barnados have free resources on child sexual exploitation and healthy relationships. (<https://www.barnardosrealoverlocks.org.uk/>)
- PSHE Association's website, ([www.pshe-association.org.uk/](http://www.pshe-association.org.uk/))

**vii. VotesforSchools PSHE themes (Theme 1: Health and Wellbeing)**

- Throughout the year, topics cover themes relating to health and wellbeing, both physical and mental. When these topics are covered, students are informed of how they can stay safe, healthy and well.
- Topics are often based around sensitive and controversial issues. By discussing these in a safe space, students become used to talking about difficult issues. This can help them, both now and in the future, to bring up their own challenges and share concerns with others.
- VotesforSchools empowers and encourages students to have a voice; this gives them the tools to 'speak out' on any personal issue, or when they see others in risky situations.
- Students have opportunities to explore the lives of different individuals with different experiences, stories and circumstances. Through this, students talk about different emotions, feelings and have the opportunity to discuss whether any action needs to be taken to help or protect someone.
- Lessons encourage students to have a critical eye when looking at facts and information.
- Votes for Schools lessons will be conducted also on a weekly basis by the Form Tutors. The Appendix has a sample of the titles of the lessons.

**viii. Relationships**

- Throughout the year, Votes for Schools topics give students the opportunity to explore different types of relationship: what is healthy or risky, safe and unsafe.

- By talking about controversial issues, students develop the skill of listening respectfully to different views and expressing their own opinions with confidence.
- Each lesson is aligned to two rights of the child from the UNCRC, reinforcing that adults have a responsibility to ensure children's rights are protected, but also empowering students to speak out if their rights are infringed upon.
- Lessons invite students to empathise with others and express their feelings over different situations and on topical issues. This helps students know that a range of emotions and reactions are valid, and helps them see when to ask for help.
- By covering topics like discrimination, stereotyping and bullying, students are able to see the impact these behaviours have on people. They can apply this knowledge to their own context which will help them to look out for others.
- Topics expose students to a range of views and opinions that support their understanding of diversity and encourage them to celebrate diversity within the UK.

#### **ix. Living in the wider world**

- By discussing topical issues each week, students develop an understanding of what is going on in the world and have the opportunity to discuss the big issues of their time, from climate change to Brexit to gender equality.
- Students are given a space to think about the impact their actions, behaviours and choices have on others, in a globalised and ever-connected world.
- Materials promote inclusion and diversity by representing people from different communities e.g. people of different races and religions, disabled people, and showing how the law exists to protect people as equal.
- Topics expose students to a range of views and opinions that support their understanding of diversity and allows them to celebrate diversity within the UK.
- Through London Citizens students are shown how they can start to make changes in their local area, becoming active and engaged citizens.
- Exposure to stories, politics and people from around the world helps students develop empathy and tolerance, as well as an understanding of their place in the world.

## Annex A; PSHE Programme

### 1. Health & Well-being

Is social media bad for your mental health?

[15 Minute Presentation](#)

[45 Minute Presentation](#)

[Advanced Presentation](#)

[15 Minute Lesson Plan](#)

[45 Minute Lesson Plan](#)

[Advanced Lesson Plan](#)

[Cross-Curricular Ideas](#)

[Curriculum Reference Guide](#)

Is it OK to eat a burger for breakfast?

[15 Minute Presentation](#)

[45 Minute Presentation](#)

[Advanced Presentation](#)

[15 Minute Lesson Plan](#)

[45 Minute Lesson Plan](#)

[Advanced Lesson Plan](#)

[Cross-Curricular Map](#)

[Curriculum Reference Guide](#)

Do superheroes create an unhealthy expectation of body shape?

[15 Minute Lesson Presentation](#)

[15 Minute Lesson Plan](#)

[45 Minute Lesson Presentation](#)

[45 Minute Lesson Plan](#)

[Advanced Lesson Presentation](#)

[Advanced Lesson Plan](#)

[Cross Curricular Ideas](#)

[SMSC, British Values and Prevent evidence](#)

Should parents decide whether to vaccinate their children?

[15 Minute Lesson Presentation](#)

[15 Minute Lesson Plan](#)

[45 Minute Lesson Presentation](#)

[45 Minute Lesson Plan](#)

[Advanced Lesson Presentation](#)

[Advanced Lesson Plan](#)

[Cross Curricular Ideas](#)

[SMSC, British Values and Prevent evidence](#)

### 2. Relationships

Will the new period emoji make it easier to talk about periods?

[15 Minute Lesson Presentation](#)

[45 Minute Lesson Presentation](#)

[Advanced Lesson Presentation](#)

[15 Minute Lesson Plan](#)

[45 Minute Lesson Plan](#)

[Advanced Lesson Plan](#)



[Cross Curricular Ideas](#)[SMSC, British Values and Prevent evidence](#)

Should teens involved in county lines be treated as criminals?

[15 Minute Lesson Presentation](#)[45 Minute Lesson Presentation](#)[Advanced Lesson Presentation](#)[15 Minute Lesson Plan](#)[45 Minute Lesson Plan](#)[Advanced Lesson Plan](#)[Cross-Curricular Ideas](#)[SMSC, British values and Prevent evidence](#)

Do anonymous apps make bullying worse?

[15 Minute Lesson Presentation](#)[45 Minute Lesson Presentation](#)[Advanced Lesson Presentation](#)[15 Minute Lesson Plan](#)[45 Minute Lesson Plan](#)[Advanced Lesson Plan](#)[Cross-Curricular Ideas](#)[SMSC, British values and Prevent evidence](#)

### **3. Living in the wider world?**

Should the UK stay in the single market?

[15 Minute Lesson Presentation](#)[45 Minute Lesson Presentation](#)[Advanced Lesson Presentation](#)[15 Minute Lesson Plan](#)[45 Minute Lesson Plan](#)[Advanced Lesson Plan](#)[Cross-Curricular Ideas](#)[SMSC, British values and Prevent evidence](#)

Is your high street disability friendly?

[15 Minute Lesson Presentation](#)[45 Minute Lesson Presentation](#)[Advanced Lesson Presentation](#)[15 Minute Lesson Plan](#)[45 Minute Lesson Plan](#)[Advanced Lesson Plan](#)[Cross-Curricular Ideas](#)[SMSC, British values and Prevent evidence](#)

Does tragedy bring people together?

[15 Minute Presentation](#)[45 Minute Presentation](#)[Advanced Presentation](#)[15 Minute Lesson Plan](#)[45 Minute Lesson Plan](#)[Advanced Lesson Plan](#)[Cross-Curricular Map](#)[Curriculum Reference Guide](#)

Should the government be able to take away citizenship?

[15 Minute Lesson Presentation](#)[45 Minute Lesson Presentation](#)

[Advanced Lesson Presentation](#)  
[15 Minute Lesson Plan](#)  
[45 Minute Lesson Plan](#)  
[Advanced Lesson Plan](#)  
[Cross Curricular Ideas](#)  
[SMSC, British Values and Prevent evidence](#)