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| Subject | HEROES |
| Intent | RSE and Health Education at Chalk Hill is taught in conjunction with PHSE, Key Stage 3 Citizenship and Emotional Literacy in a new subject called HEROES (Health, Emotional, Relationships, Online, Economic, Social). Through HEROES, students engage with the RSE and Health Education, PHSE, Citizenship and Emotional Literacy Curricula. This allows students to develop into well rounded individuals who have respect for the fundamental British Values. |
| Implementation | <p>HEROES, at Chalk Hill 2022-2023, is taught by the class teacher once a week, where they will explore a range of topics including Mental Health, First Aid, Bullying, protected characteristics , positive relationships and how to access help. Teachers will ensure delivery of the topics are age-appropriate to meet the needs of the students in their class.</p> <p>It is also differentiated to allow all learners to participate.</p> <p>There is also a HEROES lesson, delivered once a week through a whole school assembly. This allows for greater discussion and collaborative work amongst the whole school. Themes include Healthy Relationships, healthy eating, careers and finances, and Internet Safety. The Friday assembly will allow opportunities for students to hear from outside agencies and guest speakers, including the school nurse team.</p> |
| Skills and Knowledge | <p>HEROES provides students with opportunities to learn about the required knowledge and skills to help them navigate the risks, responsibilities and experiences of adult life.</p> <p>HEROES also provides our students with the skills they need to safeguard their mental and physical wellbeing and to help them develop into well rounded individuals.</p> |
| Social Moral spiritual cultural | <p><u>Social</u></p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p><u>Moral</u></p> |

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| | <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • Understanding of the consequences of their behaviour and actions. • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p><u>Spiritual</u></p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Knowledge of, and respect for, different people’s faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • Use of imagination and creativity in their learning. • Willingness to reflect on their experiences. <p><u>Cultural</u></p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. <p>Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.</p> |
| British Values | <p>HEROES enables students to learn about and engage with the fundamental British Values. Through this, HEROES:</p> <ul style="list-style-type: none"> • Enable students to develop their self-knowledge, self-esteem and self-confidence. • enable students to distinguish right from wrong and to respect the civil and |

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| | <p>Criminal law of England.</p> <ul style="list-style-type: none"> • Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. • enable students to acquire a broad general knowledge of and respect for public Institutions and services in England. • Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. • Encourage respect for other people. • Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England. • Develops an understanding of how citizens can influence decision-making through the democratic process. • An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety. • 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. • An understanding that the freedom to choose and hold other faiths and beliefs is protected in law. • 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. <p>An understanding of the importance of identifying and combatting discrimination.</p> |
| ASDAN Links | |