

AUTUMN 1

Addressing the following PSHCE areas through chapters 1-10 of the book, *I Am Malala*: Who am I?; the importance of reading; the importance of coming second; exploring aspirations and aiming high; taking responsibility; What is Terrorism?; Healthy Eating

AUTUMN 2

Addressing the following PSHCE areas through chapters 11-26 of the book, *I Am Malala*: democracy, core and moral values; personal safety & first aid; what it means to be displaced; police, the law, justice

SPRING 1

Addressing the following PSHCE areas through chapters 28-36 of the book, *I Am Malala*: Developing confidence for public speaking; managing friendship and respectful relationships; how to maintain personal and dental hygiene; how we can develop our self-esteem

SPRING 2

Addressing the following areas through exploring p9-102 of *Malamander* by Thomas Taylor: **Identity**: What makes a good student? Being a responsible citizen. Linked to protecting the beach in the novel. **Citizenship**: the roles played by public institutions and voluntary groups in society, and how people work together to improve their communities, including opportunities to participate in school-based activities. Respectful relationships including authority and tolerance of other people's beliefs.

SUMMER 1

Addressing the following areas through exploring p103-204 of *Malamander* by Thomas Taylor: Global Culture. Who owns culture? Should artefacts be returned to their country of origin?

SUMMER 2

Addressing appropriate themes through exploring p205-301 of *Malamander* by Thomas Taylor, including personal safety.

IDay: A Drop Down Day, exploring relevant topics from the RSE, PSHCE and Citizenship curriculum, including teamwork and resilience, sexting, consent and appropriate behaviour, mental health, age appropriate drugs and alcohol awareness.

Prior learning

The iGen curriculum assumes that pupils will have covered all aspects of KS2 RSE, PSHCE and Citizenship.

The learning of this subject is tied to the year-group novel where pupils cover topics related (where possible) to the chapters, promoting empathy alongside understanding.

Topics are selected from the government's curriculum guidelines to best fit with learning across the key stage. The topics are: Mental wellbeing; Internet Safety and Harms; Physical Health and Fitness; Healthy Eating; Drugs, Alcohol and Tobacco; Health and Prevention; Basic First Aid; Changing Adolescent Body; Citizenship.

CAREERS LINKS

Developing transferrable skills appropriate for all jobs.

CHARACTER LINKS

Empathy, personal values and role models
Role models- Is Herbert Lemon a good role model?
What about Violet Palma?

Cultural Capital- Recognising landmarks. Considering what might be in a museum.

KEY ASSESSMENT DATES

Assessment of understanding is ongoing. No formal assessments take place.