

KS3 PSHE

Curriculum Overview

Curriculum Intent

The aims for PSHE are to help students develop the knowledge, skills and understanding they need to keep themselves healthy, safe and prepared for life and work. The curriculum should contribute to students becoming respectful and responsible citizens who make a positive contribution to society. Students explore and develop their own values, whilst recognising that those of others may differ from their own.

The citizenship aims outlined in the national curriculum are also channelled through PD. These include students acquiring a sound knowledge and understanding of how the UK is governed, it's political system and how citizens participate in its democratic systems of government; developing knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced; developing an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take into adulthood; and helping equip students with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

These aims meet the needs of the national curriculum. The majority of PSHE education became compulsory in all schools in September 2020 with the introduction of statutory Relationships and Sex Education (RSE) and Health Education in key stages 3 and 4. The statutory content is covered by learning opportunities across the three core themes: 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. The Personal Development programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety.

The sequence of learning has been designed in accordance with PSHE Association guidance to ensure it is age and stage appropriate. A number of topics are repeated throughout the five years to allow for an increase in depth and thought and to provide important reminders on critical areas such as personal safety and RSE.

How is this curriculum assessed at THA?

Students are assessed on their attitude to learning (A2L) during each data capture.

Students complete exit tickets at the end of lessons, writing down what they believe are the key messages from the lesson. This allows teachers to gauge understanding and make informed decisions as to whether the class is ready to move on or require more time on a particular topic.

Teachers provide formative assessment in the form of sharing learning objectives, the use of effective questioning and providing feedback.

Students are assessed on their attitude to learning (A2L) during each data capture

Cross Curricular Links

Personal Development offers opportunities for young people to develop oracy through class conversations and debates as well as confidence in the use of vocabulary, linking to English. Links with PE, exploring topics such as the importance of healthy routines and exercise. Topics such as alcohol and drug misuse, diet, healthy choices and elements of RSE such as puberty, contraception, pregnancy and STI's link to science.

How this prepares students for their next stage of education/employment

As outlined in the PSHE Curriculum aims, we are here to help develop knowledge, skills and understanding they need to keep themselves healthy, safe and prepared for life and work. The curriculum should contribute to students becoming respectful and responsible citizens who make a positive contribution to society.



	<p>Links with DT, in particular food technology, through exploring the importance of diet to a healthy lifestyle. Digital literacy content such as online safety links to computing. Financial decision-making content links with maths in the form of saving, borrowing and budgeting.</p>	
	Enrichment Opportunities	Resources/Materials to Support Learning
	<ul style="list-style-type: none">• External Theatre Productions• Emergency Services guest speakers• Know Knives• 'My Future Starts Here' – Careers• Work Experience opportunities.	PowerPoints Guest Speakers Theatre productions Assemblies

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Topic: Transition and safety	Topic: Diversity	Topic: Developing skills and aspirations	Topic: Health and puberty	Topic: Building relationships	Topic: Crime
	Key Knowledge: Transition to secondary school, road safety, first aid, harmful sexual relationships.	Key Knowledge: Diversity, prejudice, and bullying	Key Knowledge: Sexual harassment, careers, teamwork, enterprise skills and raising aspirations.	Key Knowledge: Healthy routines, influences on health, puberty and FGM	Key Knowledge: Self-worth, romance and friendships (including online) and relationship boundaries	Key Knowledge: What is crime? Youth Crime, Role of the police, crime prevention
	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers
	Assessment: In what ways can I make myself be and feel safe in the wider world?	Assessment: What signs are shown by others that are bullying, being prejudice and racist?	Assessment: What ambitions do I have for my future?	Assessment:	Assessment: How can I recognise when a relationship is both positive and negative?	Assessment: What laws do I know? What are the boundaries of breaking the law?
Year 8	Topic: Emotional Wellbeing	Topic: Discrimination	Topic: Substance Abuse, Community and careers	Topic: Health and wellbeing	Topic: Identity and relationships	Topic: Digital literacy

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	Key Knowledge: Mental health and emotional wellbeing, including body image and coping strategies.	Key Knowledge: Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Key Knowledge: Sexual harassment, alcohol and drug misuse and pressures relating to drug use including gang exploitation. Equality of opportunity in careers and life choices, different types and patterns of work.	Key Knowledge: Sleep, the teenage brain, first aid, harmful sexual relationships	Key Knowledge: Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	Key Knowledge: Online safety, digital literacy, media reliability, and gambling hooks	
	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers	Key Skills: Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers
	Assessment: What strategies can I use to keep on top of my physical and mental wellbeing?	Assessment: What are the different types of discrimination and their meanings?	Assessment: How can I recognise addiction within myself or within others?	Assessment: How can looking after myself, both physically and mentally, make for a better life?	Assessment: What is acceptable age related behaviour when being in a relationship with another person?	Assessment: How do I know if I am online safe? Where can I report any online safety issues I may incur?	
Year 9	Topic: Healthy Lifestyle	Topic: Respectful relationships	Topic: Substance Abuse, Community and careers	Topic: Healthy lifestyle	Topic: Intimate relationships	Topic: Employability skills	

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Key Knowledge:</p> <p>Diet, exercise, lifestyle balance, healthy choices, Physical vs Mental Wellbeing</p>	<p>Key Knowledge:</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p>	<p>Key Knowledge:</p> <p>Sexual harassment, Alcohol and drug misuse and pressures relating to drug use including gang exploitation.</p>	<p>Key Knowledge:</p> <p>Sleep, the teenage brain, first aid, harmful sexual relationships</p>	<p>Key Knowledge:</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>Key Knowledge:</p> <p>Employability and online. Equality of opportunity in careers and life choices, different types and patterns of work.</p>
<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>	<p>Key Skills:</p> <p>Knowledge & Understanding Sharing experiences Expressing views Justifying opinions Listening to others Empathising with peers</p>
<p>Assessment:</p> <p>How can being both physically and mentally well, make for a better life?</p>	<p>Assessment:</p> <p>What makes a working relationship? How is that healthy, physically and mentally?</p>	<p>Assessment:</p> <p>In what ways can I support myself and others if they are showing signs of addiction?</p>	<p>Assessment:</p> <p>How can I recognise what is acceptable within a relationship?</p>	<p>Assessment:</p> <p>What are the main types of contraception?</p>	<p>Assessment:</p> <p>What path do I need to take to fulfil my ideal career?</p>