

**KS3 Curriculum overview: PSHE (Year 9)**

All students at Belmont Park school will cover a variety of topics across each term this in line with the compulsory topics given by the department of education.

	<b>Objectives/key skills</b>	<b>Cross curricular links</b>	<b>Social skills development/SMSC</b>
A U T U M N 1	<p><b>Health and well being</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to have an advance understanding of peer pressure.</li> <li>• To be able to list various ways on how to stay safe in the wider world.</li> <li>• To be able to show a basic develop some strategies to cope with different emotions.</li> <li>• Able to identify possible high risk situations.</li> <li>• To be able state your rights as an individual (stop and search).</li> <li>• To be able to have a strong understanding of knife crimes and the impact on people’s lives.</li> </ul> <p><b>Skill set</b></p> <p>Students to be able to listen and response in a positive manner and use formal English to express their views. Also to use key terminology in the work. Being able to express emotions in the right way and put across their political views.</p>	<ul style="list-style-type: none"> <li>• Crime and stop and search, data and graphs (Maths).</li> <li>• Key vocabulary (English).</li> <li>• Maps (Geography).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be polite and respectful.</li> <li>• Listening and following instructions given by others. Alongside giving inappropriate advice.</li> </ul>
A U T U M N 2	<p><b>Relationships</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to understand both diversity and prejudice.</li> <li>• To be able to able to state the advantages of using social media.</li> <li>• To be able to state the various relationships in their lives.</li> <li>• To be able to manage conflict and friendships.</li> <li>• To be able to state the possible impact of an addiction (i.e. excessive screen time).</li> </ul>	<ul style="list-style-type: none"> <li>• Genes and inheritance (Science).</li> <li>• Key vocabulary (English).</li> <li>• Creating a family tree, using various shapes (Maths).</li> <li>• Celebration of diversity (Food)</li> <li>• Independent research (ICT)</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be able to celebrate the various cultures in their surroundings.</li> <li>• Listening and following instructions given by others.</li> </ul>

	<p><b>Skill set</b></p> <p>Students to be able to listen and response in a positive manner and use formal English to express their views. Also to use key terminology in the work. Able to decode themselves.</p>		
<p>S P R I N G  1</p>	<p><b>Future goals and aspirations.</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to compose a professional CV.</li> <li>• To be aware of the different interview skills needed to be successful.</li> <li>• To be able to set aspirations and goals.</li> <li>• To be able to state what ethical decisions are.</li> <li>• To be able to write a personal statement for a college application.</li> </ul> <p><b>Skill set</b></p> <p>Students to be able to implement different level of maths skills across all lessons. Students to work on logical reasoning skills. Be able to reflect on one's own skills and apply it in the right setting. Students to be able to independently research on various jobs using ICT skills and other tools.</p>	<ul style="list-style-type: none"> <li>• Key vocabulary (English).</li> <li>• Salaries (Maths).</li> <li>• CV writing (ICT).</li> <li>• Job opportunities research (ICT).</li> <li>• Role play (Drama).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be polite and respectful.</li> <li>• To be able to make ethical decisions.</li> </ul>
<p>S P R I N</p>	<p><b>Health and wellbeing (Sex Education)</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to show understanding of STIs.</li> <li>• To be aware of UK legislation in regards to sexual relationships.</li> <li>• To be able to understand puberty.</li> <li>• To be able to identify facts from fictions.</li> <li>• To be able to state the different types of contraception.</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty (Science).</li> <li>• Key vocabulary (English).</li> <li>• Data (Maths).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be polite and respectful whilst discussing sensitive material such as same sex relationships.</li> <li>• Listening and following instructions given by others.</li> </ul>

<p>G 2</p>	<p><b>Skill set</b></p> <p>Students to able to identify facts from fictions. Students to work in a collaborative manner.</p>		
<p>S U M M E R 1</p>	<p><b>Wider world</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to understand the importance of a community.</li> <li>• To be aware of British values and its impact.</li> <li>• To be able to state the dangerous of radicalisation in regards to the current political climate.</li> <li>• To be able to enlist your human rights.</li> <li>• To be able to show the importance of community cohesion.</li> </ul> <p><b>Skill set</b></p> <p>Students will learn how to analyse various scenarios and apply a logical and well reason response. Students also will able to state the importance of some legitimation of UK laws, showing further signs of logical reasoning.</p>	<ul style="list-style-type: none"> <li>• Key vocabulary (English).</li> <li>• Human species (Science).</li> <li>• Racism (Humanities).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be polite and respectful.</li> <li>• Listening and following instructions given by others.</li> <li>• Respect people from different backgrounds.</li> </ul>
<p>S U M M E</p>	<p><b>Finance</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to list the different financial services.</li> <li>• To be aware of any risks and consequences of making financial decisions.</li> <li>• To be able to create strategies to support yourself.</li> <li>• To be able to manage own finances.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial decisions (Maths).</li> <li>• Research banking (ICT).</li> <li>• Key vocabulary (English).</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to work with others and be a part of a team.</li> <li>• To be polite and respectful.</li> <li>• Listening and following instructions given by others.</li> </ul>

R 2	<ul style="list-style-type: none"><li>• To understand the different challenges that an adult experiences in his/hers life.</li></ul> <p>Skill set</p> <p>Students will work with a lot of numbers and learn how to manage themselves. They will learn to make logical decisions and look at both short and middle and long outcomes. Students will use different coping strategies throughout the term.</p>		
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