

KS3 Curriculum overview: PSHE (Year 7)

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.

	Objectives/key skills	Cross curricular links	Social skills development/SMSC
A U T U M N 1	<p>Health and well being</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to have a basic understanding of peer pressure. • To be able to list various ways on how to stay safe in the wider world. • To be able to show a basic develop some strategies to cope with different emotions. • To be able seek help. • To be able to have a basic understanding of your rights. <p>Skill set</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.</p>	<ul style="list-style-type: none"> • Crime, data and graphs (Maths). • Key vocabulary (English). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • Listening and following instructions given by others.
A U T U M N 2	<p>Relationships</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to understand both diversity and prejudice. • To be able to able to state the advantages of using social media. • To be able to state the various relationships in their lives. • To be able to show the importance of respect. • To be able to apply what they have learnt in a responsible manner. <p>Skill set</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>	<ul style="list-style-type: none"> • Genes and inheritance (Science). • Key vocabulary (English). • Creating a family tree, using various shapes (Maths). <ul style="list-style-type: none"> • Celebration of diversity (Food) 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be able to celebrate the various cultures in their surroundings. • Listening and following instructions given by others.

S P R I N G 1	<p>Finance</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to make basic financial decisions. • To be aware of the different types of bank accounts. • To be able to budget their money. • To be able to state what ethical decisions are. • To be able to spend money wisely (essential). <p>Skill set</p> <p>Students to be able to implement different level of maths skills across all lessons. Students to work on logical reasoning skills.</p>	<ul style="list-style-type: none"> • Key vocabulary (English). • Budgeting (Maths). • Budgeting their lunch (Food). • Bank accounts and interest (Maths). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • To be able to make ethical decisions.
S P R I N G 2	<p>Health and wellbeing</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to understanding self-esteem. • To be aware of UK legislation in regards to sexual relationships. • To be able to understand puberty • To be able to identify facts from fictions. • To be able to explore their own family life. <p>Skill set</p> <p>Students to able to identify facts from fictions. Students to work in a collaborative manner.</p>	<ul style="list-style-type: none"> • Puberty (Science). • Key vocabulary (English). • Friendship tree, shapes (Maths). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful whilst discussing sensitive material such as same sex relationships. • Listening and following instructions given by others.

<p>S U M M E R 1</p>	<p>Wider world</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to understand the importance of a community. • To be aware of some UK legislation. • To be able to state the dangerous of stereotyping. • To be able to enlist your own rights as a child. • To be able to show a depth understanding of racism. <p>Skill set</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 legitimization of UK laws, showing further signs of logical reasoning.</p>	<ul style="list-style-type: none"> • Key vocabulary (English). • Human species (Science). • Racism (Humanities). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • Listening and following instructions given by others.
<p>S U M M E R 2</p>	<p>Future goals and aspirations</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to list own aspirations in the future. • To be aware of any barriers that will dent their own aspirations. • To be able to improve own social skills. • To be able to self-reflect on various practises. <p>Skill set</p> <p>Students will work together as a team and build their social skills. Students will also be able to reflect on their own practises and use logical reasoning to state how they will reach their aspirational goals.</p>	<ul style="list-style-type: none"> • Team building exercises (PE) • Key vocabulary (English). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team. • To be polite and respectful. • Listening and following instructions given by others.