

**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.

	<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 a basic understanding of peer pressure.</li> <li>• To be able to list various ways on how to stay safe in the wider world- including E-safety.</li> <li>• To be able to show a basic develop some strategies to cope with different emotions.</li> <li>• To be able seek help from the right people and professional agencies.</li> <li>• To be able to have a basic understanding of your rights.</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.</p>	<ul style="list-style-type: none"> <li>• Crime, data and graphs (Maths) – Data collection from Waltham Forest.</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>
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 equality and diversity and how it has an impact on our lives.</li> <li>• To be 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 show the importance of respect.</li> <li>• To be able to apply what they have learnt in a responsible manner.</li> </ul> <p><b>Skill set</b></p>	<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) – Using alterative shapes and angles to construct a creative family tree.                             <ul style="list-style-type: none"> <li>• Celebration of diversity (Food)</li> </ul> </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>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>Finance</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to make basic financial decisions – such as opening a basic bank account.</li> <li>• To be aware of the different types of bank accounts.</li> <li>• To be able to budget their money – income and outgoings.</li> <li>• To be able to state what ethical decisions are.</li> <li>• To be able to spend money wisely (essential).</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.</p>	<ul style="list-style-type: none"> <li>• Key vocabulary (English).</li> <li>• Budgeting (Maths).</li> <li>• Budgeting their lunch (Food/Maths) – Creating a pizza with limited amount of funds and using simple fractions to divide between students and staff.</li> <li>• Bank accounts and interest (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.</li> <li>• To be able to make ethical decisions.</li> </ul>
<p>S P R I N G  2</p>	<p><b>Health and wellbeing</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to understanding self-esteem.</li> <li>• To be aware of UK legislation in regards to sexual relationships.</li> <li>• To be able to understand puberty and links to emotional change.</li> <li>• To be able to identify facts from fictions.</li> <li>• To be able to explore their own family life.</li> </ul> <p><b>Skill set</b></p> <p>Students to able to identify facts from fictions. Students to work in a collaborative manner.</p>	<ul style="list-style-type: none"> <li>• Puberty (Science).</li> <li>• Key vocabulary (English).</li> <li>• Friendship tree, shapes (Maths) – Using different polygons to create a poster on self-esteem and why it is so important.</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>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 – Diversity.</li> <li>• To be aware of some UK legislation and how to be a good citizen.</li> <li>• To be able to state the dangerous of stereotyping.</li> <li>• To be able to enlist your own rights as a child.</li> <li>• To be able to show a depth understanding of racism and links to sports.</li> </ul> <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 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>• Statistics (Maths)- the development of either a bar chart/ pie chart on the different ethnic backgrounds that live in own local community i.e. borough.</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> </ul>
<p>S U M M E R  2</p>	<p><b>Future goals and aspirations</b></p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to list own aspirations in the future.</li> <li>• To be aware of any barriers that will dent their own aspirations.</li> <li>• To be able to improve own social skills.</li> <li>• To be able to self-reflect on various practises.</li> </ul> <p>Skill set</p>	<ul style="list-style-type: none"> <li>• Team building exercises (PE)</li> <li>• Students to research in their prefer job sector and arrange them in ratio to staff member (Maths).</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>

	<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>		
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