

KS3 Curriculum overview: PSHE (Year 8)

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 an intermediate understanding of <u>peer on peer abuse</u>. 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 state your rights as an individual (stop and search). To be able to state the roles and responsibility of police. To be able to have an intermediate understanding of knife crimes. To be able to use the internet in a positive manner – E-Safety. <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 and stop and search, data and graphs (Maths) – Students to come up with both the range and average of various crimes that have occurred from previous years data in Waltham Forest. 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 impact of mental health and emotional well-being in different relationships. To be able to state the various relationships in their lives. To be able to manage conflict and friendships – bullying and harassment. To be able to state the impact of both drug and alcohol an individual and other relationships. 	<ul style="list-style-type: none"> Genes and inheritance (Science). Key vocabulary (English). Creating a family tree, using only various 3D shapes (Maths) – Students to create an extended family tree using 3D shapes only. <ul style="list-style-type: none"> Celebration of diversity (Food) Independent research (ICT) 	<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.

	<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>		
<p>S P R I N G 1</p>	<p>Future goals and aspirations.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to compose a CV. • To be aware of the different interview skills needed to be successful. • To be able to set aspirations, goals and future pathways. • To be able to state what ethical decisions are. <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. Be able to reflect on one's own skills and apply it in the right setting.</p>	<ul style="list-style-type: none"> • Key vocabulary (English). • Salaries and the possible increase by percentage the various public and private sectors – comparative data (Maths). • CV writing (ICT) • Job opportunities research (ICT) 	<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.
<p>S P R I N G</p>	<p>Health and wellbeing (Sex Education)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to show understanding of STIs. • 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 state the different types of contraception and FGM. <p>Skill set</p>	<ul style="list-style-type: none"> • Puberty (Science). • Key vocabulary (English). • Data – looking at variables (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.

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S U M M E R 1	<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 British values and how to be a good citizen. • To be able to state the dangerous of radicalisation. • To be able to enlist your human rights and the law. • To be able to show the importance of community cohesion. <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"> • Key vocabulary (English). • Looking at local festivals such as 'Notting Hill Carnival ', and producing a scatter graph to show growth in attendance over a period of time of since 1966. • 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.
S U M M E R	<p>Finance</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to list the different financial services. • To be aware of any risks and consequences of making financial decisions. • To be able to create strategies to support yourself. • To be able to manage own finances. <p>Skill set</p>	<ul style="list-style-type: none"> • Financial decisions – best buys in terms of value for money (Maths). • Research banking (ICT). • 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.

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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.

