

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.

	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 advance 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. • Able to identify possible high risk situations. • To be able state your rights as an individual (stop and search). • To be able to have a understanding of the impact of both bullying and harassment – linking to both mental health and emotional well-being. • To be able to have a strong understanding of knife crimes and the impact on people’s lives. <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. Being able to express emotions in the right way and put across their political views.</p>	<ul style="list-style-type: none"> • Crime and stop and search, data and graphs (Maths) – Students to convert various statistics from percentages, decimals and fractions. • Key vocabulary (English). • Maps (Geography). 	<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. Alongside giving inappropriate advice.
A U T U M	<p>Relationships</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To be able to understand both equality and diversity. • To be able to able to state the advantages of using social media and how to stay safe online. • To be able to state the various relationships in their lives. 	<ul style="list-style-type: none"> • Genes and inheritance (Science). • Key vocabulary (English). • Creating a family tree, using various shapes (Maths) – Creation of a family tree on a A3 paper using various shapes and sizes and measuring both the perimeter, area and volume. • 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.

<p>N 2</p>	<ul style="list-style-type: none"> • To be able to manage conflict and friendships – Mental health and emotional well-being. • To be able to state the possible impact of an addiction (i.e. excessive screen time, drugs or alcohol). <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"> • Independent research (ICT) 	
<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 professional CV. • To be aware of the different interview skills needed to be successful. • To be able to set aspirations and goals. • To be able to state what ethical decisions are. • To be able to write a personal statement for a college application. <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. Students to be able to independently research on various jobs using ICT skills and other tools.</p>	<ul style="list-style-type: none"> • Key vocabulary (English). • Salaries (Maths) – researching on at least 3 different type of professions in both the public and private sector looking at both the increase/decrease of salaries and converting them in to fractions, decimals and percentages. • CV writing (ICT). • Job opportunities research (ICT). • Role play (Drama). 	<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>Health and wellbeing (Sex Education)</p>	<ul style="list-style-type: none"> • Puberty (Science). • Key vocabulary (English). 	<ul style="list-style-type: none"> • To be able to work with others and be a part of a team.

<p>S P R I N G 2</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. <p>To understand the signs of FGM and the impact.</p> <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"> • Enlisting the different STIs in different polygons to create a creative and informative poster (Maths). 	<ul style="list-style-type: none"> • 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 British values and how to be a good citizen. • To be able to state the dangerous of radicalisation in regards to the current political climate. • To be able to enlist your human rights and understand the importance of 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). • Human species (Science). • Drawing a map of your local community (Maths) – Investigation of map and scale drawings. • 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. • Respect people from different backgrounds.

S U M M E R 2	<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. • To understand the different challenges that an adult experiences in his/hers life. <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>	<ul style="list-style-type: none"> • Financial decisions (Maths) - the loan-to-assets ratio in the banking sector. • 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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