

## KS3 Curriculum Plan 2022-23

		LP1	LP2	LP3	LP4	LP5
Year 7	PSHE	<p>PSHE: Students will know the importance PSHE. Students will know about getting to know people. Students will explore living in a community. They will explore their career and future. Students will know the benefits of relaxation and sleep. Students will know financial education and money management. Students will know how to manage the different transition points in their lifetime.</p> <p>(H1, H2, H13, H15, H16) (R16) (L1-L19)</p> <p>Whole academy Value focus – Respect / Integrity</p>	<p>PSHE: Students will know how to avoid gangs. Students will know how to keep themselves safe online (Fortnite, grooming and online gaming). Students will examine the effects of alcohol, smoking, e-cigs and energy drinks. They will know the consequences and repercussion of carrying a knife.</p> <p>(H25, H29,30) (R2, R47, R41, R8)</p> <p>Whole academy Value focus – Gratitude</p>	<p>PSHE: Students will know puberty and how it affects the body and the mind with focuses on boys and girls. Students will know the importance of personal and oral hygiene. Students will know what it means when you are growing up and FGM. Students will know assertiveness, consent &amp; hormones. Students will know how to boost self-esteem &amp; empowerment.</p> <p>(H1, H19, H20, H22, H34) (R24, R25)</p> <p>Whole academy Value focus – Courage</p>	<p>PSHE: Students will know why PSHE is important and useful. Students will know the importance and benefits of being kind. They will know how to deal with bullying. Students will know the importance of relaxation and being part of a positive community.</p> <p>(L24, R9, H12, H13)</p> <p>Whole academy Value focus – Justice</p>	<p>PSHE: Students will know multicultural Britain and their identity. They will know nature vs nurture. Students will know how to define Equality Act and the relevance of the legislation. Students will know stereotypes and understand discrimination. Prejudice and islamophobia. They will know consent, boundaries, respectful relationships and friendships.</p> <p>Students will further their development of the academy values during experience week.</p> <p>(R3, R9, R38, R39, R40, R41)</p> <p>protected characteristic: age, race</p> <p>Whole academy Value focus – Compassion</p>
	Politics / Citizenship	<p>Students will explore development of the political system of democratic government in the UK, including the role of citizens, Parliament and the monarch</p>	<p>Student will develop their knowledge of some of the key concepts shared by many religions and believers, including:</p> <ul style="list-style-type: none"> <li>The nature and significance of community.</li> <li>Rites of passage.</li> <li>Religious festivals.</li> <li>Sacred texts.</li> <li>Sacred spaces.</li> <li>Worship.</li> <li>Sects.</li> </ul>	<p>Students will investigate the operation of Parliament, including voting and elections, and the role of political parties.</p>	<p>Students will develop an appreciation of the precious liberties enjoyed by citizens of the United Kingdom</p>	<p>Pupils will know multicultural Britain and their identity. They will know nature vs nurture. Pupils will know how to define Equality Act and the relevance of the legislation. Students will learn to breakdown stereotypes and understand discrimination. Prejudice and islamophobia. They will know about consent, boundaries, respectful relationships and friendships.</p>
	Careers (Ambition)	<p>Ambition day 1 preparation during BE MORE time:</p> <p>During the transition process students and their parents/carers are introduced to the academy motto to ASPIRE TO BE MORE, the vision of the FFET and the importance of ambition. Students will know the vision of the FFET and how cultural and social capital are essential to providing choice filled lives. Students will know how high expectations can support achieving their full potential. They will be introduced to the LORIC skills and how they are linked to employability. Students will know how careers are linked to curriculum subjects through career posters within subject areas and will know where to find the careers office. Students will be introduced to the FFET award platform to track their development of the academy values and LORIC and to UNIFROG to enable them to investigate different careers.</p> <p>GB 4,</p> <p>Whole academy LORIC skill focus - Leadership</p>	<p>Ambition day 1: Big Ambitions</p> <p>Ambition: Students will know a variety of ambitious careers which will enable them to achieve unlimited ideas and dreams and will start to develop an understanding of what they want to achieve in life and how to achieve it.</p> <p>Whole academy LORIC skill focus - Organisation</p>	<p>Ambition day 2 preparation during BE MORE TIME Students will use unifrog to explore educational pathways.</p> <p>Ambition: Students will know their potential to aim for Level 3 post 16 opportunities: What will my careers education be like? What is a college? university? higher level apprenticeships? They will explore the opportunity to visit a college and experience level 3 post 16 education. Students will examine Education Pathways. These provide meaningful encounters with professionals.</p> <p>GB 3</p> <p>Whole academy LORIC skill focus - Resilience</p>	<p>Ambition day 2: Big Ambitions</p> <p>Ambition: Students will know their potential to aim for Level 3 post 16 opportunities: What will my careers education be like? What is a college? university? higher level apprenticeships? They will explore the opportunity to visit a college and experience level 3 post 16 education. Students will know Education Pathways. These provide meaningful encounters with professionals.</p> <p>GB 3</p> <p>Whole academy LORIC skill focus - Initiative</p>	<p>Reflection:</p> <p>Students will reflect on their achievements, understand their strengths and complete the first stage of a career action plan / e-portfolio. Students will further their development of the LORIC skills during experience week.</p> <p>Whole academy LORIC skill focus - Communication</p>

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Year 8	PSHE	<p>PSHE: Students will know employability skills including what makes them proud and careers interests. They will know labour market information</p> <p>(L1-L15)</p> <p>Whole academy Value focus – Respect / Integrity</p>	<p>PSHE: Students will know county lines and know what it is? and who is at risk? They will know substance misuse, drugs education and alcohol safety. Students will know online safety, cyberbullying, child exploitation and online protection. They will explore grooming boys and girls.</p> <p>(R37, R45, R46, H25, H26, H27, H28)</p> <p>Whole academy Value focus – Gratitude</p>	<p>PSHE: Students will know health and wellbeing including what is mental health and stress management? They will know child abuse and different types of bullying.</p> <p>(H1, H3, H5)</p> <p>Whole academy Value focus – Courage</p>	<p>PSHE: Students will know about Ableism and Disability Discrimination. They will know how to evaluate social media. what is racism and hate crime in the UK? Students will know the importance of sleep.</p> <p>(R40, (R3, R9, R38, R39, R40, R41, H3, H15)</p> <p>protected characteristic: disability, race</p> <p>Whole academy Value focus – Justice</p>	<p>PSHE: Students will know LGBTQA+ What is it? Homophobia in the academy, challenging homophobia and transphobia and supporting those that are LGBTQ</p> <p>Students will further their development of the academy values during experience week.</p> <p>(R38, R39, R40, R41)</p> <p>protected characteristic: sexual orientation</p> <p>Whole academy Value focus – Compassion</p>
	Politics / Citizenship	<p>Students will explore the nature of rules and laws and the justice system including the role of the police and the operation of courts and tribunals</p>	<p>Students will investigate the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities</p>	<p>Students will examine the functions and uses of money, the importance of and practice of budgeting and managing risk</p>	<p>Students will explore:</p> <ul style="list-style-type: none"> <li>Prejudice and discrimination.</li> <li>Human Rights.</li> <li>Girls' rights to education – Malala Yousafzai.</li> <li>Freedom of expression – hate crime – Sophie Lancaster.</li> <li>Protecting Human Rights – Amnesty International.</li> <li>Working for social justice – Christian Aid.</li> </ul>	<p>Students will develop knowledge of issues surrounding radicalisation and extremism, linking to modern events and their impacts. Content covered includes exploration of the following key questions:</p> <ul style="list-style-type: none"> <li>What are radicalisation and extremism? How can these lead to the commission of acts of terror?</li> <li>What were the causes of 9/11?</li> <li>What were the impacts of 9/11, both long and short term?</li> <li>How to treat those suspected of terrorist activity?</li> <li>The rise of the Alt-Right and the role of fake news.</li> </ul>
	Careers (Ambition)	<p>Ambition day 1 preparation during BE MORE time:</p> <p>Students will know the qualities and skills needed to be an entrepreneur and show how they will use the qualities and skills when pursuing enterprising opportunities.</p> <p>Whole academy LORIC skill focus - Leadership</p>	<p>Ambition day 1: Big Ambitions</p> <p>Students will know entrepreneurs and a variety enterprise activity as part of 'drop down' days, challenges, through subjects which will enable them to achieve unlimited ideas and dreams and will start to develop an understanding of what they want to achieve in life and how to achieve it.</p> <p>Whole academy LORIC skill focus - Organisation</p>	<p>Ambition day 2 preparation during BE MORE TIME exploring the Equality Act 2010</p> <p>Students will know employer's good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'.</p> <p>SEND students will know the DWP Project understanding yourself, aspirations to inspirations.</p> <p>Whole academy LORIC skill focus - Resilience</p>	<p>Ambition day 2: Big Ambitions</p> <p>Students will know the careers of different members of staff. Students will know their personal networks of support – family and friends, the groups to which they belong, teachers and they can explore the role of impartiality and the sources of partiality from the network. Students will know family or employers they meet through employer encounters &amp; experiences about how they manage work/life balance</p> <p>Whole academy LORIC skill focus – Initiative</p>	<p>Reflection:</p> <p>Students will reflect on their achievement, understand their strengths and complete the first stage of a career action plan / e-portfolio. Students will further their development of the LORIC skills during experience week.</p> <p>Whole academy LORIC skill focus - Communication</p>

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<p>PSHE: Students will know first aid lessons They will know the importance of happiness and understanding anger. Students will examine how to manage money and explore financial education.</p> <p>(H6, H33, L15, L16)</p> <p>Whole academy Value focus – Respect / Integrity</p>	<p>PSHE: Students will know different types of addiction including cannabis products. They will know different classification, party drugs and dangers. Students will know what illegal drugs are and the effects including volatile substance misuse</p> <p>(H25, H26, H27, H28, H29)</p> <p>Whole academy Value focus – Gratitude</p>	<p>PSHE: Students will know what the term self-esteem means and to recognise signs of high and low. Students will know what a penis and vulva is. They will know bullying in all its forms They will know how to deal with grief and loss. They will know media and airbrushing. They will know cancer prevention and healthy lifestyles</p> <p>(H1, R37, R38, H13, H17)</p> <p>Whole academy Value focus – Courage</p>	<p>PSHE: Students will know the importance of studying RSE including asexuality, sexual orientation, gender stereotypes, cyber flashing, and unsolicited images. Students will know the definition of child-on-child abuse in the academy.</p> <p>(R4, R8)</p> <p>protected characteristic: gender reassignment, sexual orientation</p> <p>Whole academy Value focus – Justice</p>	<p>PSHE: Students will know the law regarding sexual consent, and FGM. Students will know how to delay sexual activity, why have sex? relationships and partners. Students will know pleasure and masturbation. They will know what STI's are.</p> <p>Students will further their development of the academy values during experience week.</p> <p>(R25, R26, R27, R28, R31)</p> <p>Whole academy Value focus – Compassion</p>
<p>Students know about Jewish life and experiences from before WW2 to liberation, to future life after the war. Content includes: Pre-war Jewish life across Europe. The nature and history of antisemitism. What was the Holocaust and how did it impact the Jewish community? Were the perpetrators truly evil? Were all victims good? When should we stand up against oppressors? How did Jewish people resist? What was lost? Post-war Jewish life across Europe and the wider world</p>	<p>Students will know about key figures in the fight for social justice for individuals and groups. Christianity will be focussed upon in this LP, with Christian beliefs and teachings applied to key issues where appropriate. Content includes: The nature and impact of social justice and injustice. Martin Luther King to Black Lives Matter. The changing landscape of the UK. Apartheid – Nelson Mandela, prison to president. Feminism – rights of women in religion and society. The LGBTQ+ community – changing attitudes.</p>	<p>Students will know about key figures in the fight for social justice for individuals and groups. Christianity will be focussed upon in this LP, with Christian beliefs and teachings applied to key issues where appropriate. Content includes: The nature and impact of social justice and injustice. Martin Luther King to Black Lives Matter. The changing landscape of the UK. Apartheid – Nelson Mandela, prison to president. Feminism – rights of women in religion and society. The LGBTQ+ community – changing attitudes.</p>	<p>Students explore the ethics of crime and punishment. They will debate the death penalty, considering a range of religious and non-religious views, providing them the opportunity to develop their analytical skills. Content in this LP includes: Capital Punishment – do we think UK law should change? Aims of punishment – how and why does the criminal justice system punish people? Which aims might religious believers agree most with? Causes of crime and how Muslim communities try to prevent these. The work of MOSAIC and the MCA.</p>	<p>Students will further develop their knowledge of ultimate questions are again considered, with a particular focus on those that relate to more mature issues, such as abortion, euthanasia, life after death. Content includes: Why is life special? What is a person? Sanctity of life. When does life begin? The nature of abortion and a range of views on it. Who should have the choice to end life? The nature of euthanasia and differing views.</p>
<p>Ambition day 1: Big Ambitions</p> <p>Ambition: Students will know questions to ask stallholders' that they want to meet at a forthcoming careers fair/skills show. Students will explore careers fairs to research the implications of choosing one pathway over another.</p> <p>Whole academy LORIC skill focus - Leadership</p>	<p>Ambition day 2 preparation during BE MORE time:</p> <p>Students will know UNIFROG, focussing on how to choose their GCSE subjects and where their GCSEs could take them. Students will explore an occupational interest's questionnaire and discuss the results with their mentor/tutor/coach.</p> <p>GB 1,2,4,5,7</p> <p>Whole academy LORIC skill focus - Organisation</p>	<p>Ambition day 2:</p> <p>Students will explore a variety of interactive optional workshops showing what their options can lead to. Students will know their options with a Careers adviser as part of a careers interview</p> <p>Whole academy LORIC skill focus - Resilience</p>	<p>BE MORE time:</p> <p>Students will explore an options evening. Students will know careers interviews to support their option choices. Students will know their options with family, friends/social network, the academy staff and career specialists and carefully weigh up the advice received.</p> <p>GB 8</p> <p>Whole academy LORIC skill focus - Initiative</p>	<p>Reflection:</p> <p>Students will reflect on their achievements, understand their strengths and complete the first stage of their ambition action plan / e-portfolio. Students will further their development of the LORIC skills during experience week.</p> <p>GB 8</p> <p>Whole academy LORIC skill focus - Communication</p>