

| KS3 Curriculum Plan | | | | | | |
|--------------------------|---|---|--|---|---|--|
| Year 7 | | LP1 | LP2 | LP3 | LP4 | LP5 |
| | PSHE TOPIC | Communities, and Healthy Relationships | Healthy Relationships, and Power in Relationships | Media Influence, and Our Lives Online | Staying Safe and Healthy, and Physical Health | Mental Health, Risky Substances, and Our Changing Bodies |
| | Knowledge | Pupils will begin the year looking at our community how we can better understand and support people with disabilities, including looking at the Equality Act and the Paralympic Games. They will look at making new friends and how they can build healthy friendships. | Pupils will explore how we can create positive relationships by exploring the importance of friendships but also how friendships can change. They will look at types of positive relationships and the benefits of them, they will consider their role in relationships and being happy in them. | Pupils will be considering how they can evaluate the truth online by looking at critically evaluating the media, the reasons people become influencers and the impact of fact information. They will then begin to consider their own use of the internet by looking at the joys of the online world, as well as harmful content, how to recognise it and how to report concerns. | Pupils will finish looking at Our Lives Online by exploring how to be responsible for a safer online community. They will then look at germs and how to defeat them, feeling unwell and dental hygiene. Pupils will consider what makes a healthy diet and explore the importance of diet and exercise. | The final topic of the year will focus on pupils understanding their feelings, being able to describe them and improving their listening skills to help them manage conflict. They will then look at the risks surrounding smoking and vaping and how to get support if it is needed. They will finish exploring growing up and what they need to know about menstruation. |
| | Procedural Knowledge | Pupils will take part in reading and listening comprehension, discussion and debate, they will be able to reflect deeply, and to embrace a wide range of subject (and topic) specific vocabulary, to equip them with the tools needed to navigate their lives as teenagers and adults, and to understand experiences that might affect friendships, relationships and partnerships, thus making them more empathetic individuals. It prepares them successfully for their KS4 delivery which builds on the KS3 sequencing and foundations of knowledge. | | | | |
| | Key Vocab | diverse, impairment, adjustment, rehabilitate, respect, communication | friendship, maturity, relationship, dynamics, considerate, power, prejudice | motivation, influencer, misinformation, opportunity, inappropriate, harmful, safeguarding | enforcement, advocate, hygiene, symptom, decay, nutrients, consistency | emotion, feelings, listen, resolve, addictive, support, endometrium |
| | Careers | LP1 | LP2 | LP3 | LP4 | LP5 |
| | | Grow Through Life | Manage Career | Create Opportunities | Set the Big Picture | Balance Life and Work |
| | | Pupils will be able to identify the features that make them and them think about how these make link to their 'dream' job. They will explore what it is like to run a business and be introduced to the Uniform careers library, | Pupils will understand what a careers journey is and describe careers that interest them. They will explore careers trends and think about careers that suit their personalities. They will look at the differences between a job and a career before reviewing their careers path so far. | Pupils will be able to explain the differences between a job and a career and identify the positives and negatives of both pathways. They will be able to define what an entrepreneur is and what a role model is and be able to explore commonalities between the two, as well as being able to describe the skills needed to be an entrepreneur. | Pupils will be able to demonstrate their problem solving skills enabling them to demonstrate that they can show initiative. They will understand how careers and job roles have changed and how this effects the skills needed for them, as well as defining Labour Market Information figures and identify why this changes. | Pupils will also be able to define what a work life balance is and explain why it is important. They will explore different working patterns and the impact this has on work life balance. They will be able to describe feature that make a good work life balance and create an example of a balanced work life. |
| Politics and Citizenship | LP1 | LP2 | LP3 | LP4 | LP5 | |
| | How Does the UK Political System Work? | Citizenship - What's It All About? | What Rights Should We Have? | How Does Local Democracy Work? | Why Do People Move Around the World? | |
| | Pupils will know the difference between government and parliament; they will understand how elections work and what political parties do. | Pupils will know what citizenship is and how to be an active citizen; they will understand what fairness means in society, and why society needs rules and laws, as well as looking at how citizens can take action. | Pupils will know what rights are and what rights children are entitled to; they will know what equality is and explore the Equality Act 2010, and how discrimination effects society. | Pupils will know how our rights have changed over time; they will understand why it is important to register to vote and question whether the voting age should be lowered, before exploring how they can be involved in decision making. | Pupils will explore why we need laws on equality in the UK before looking at reasons why people migrate; they will explore whether conflict is a children's rights issue and understand the benefits and drawbacks of controlling immigration. | |

| Year 8 | PSHE TOPIC | LP1 <i>Communities</i> | LP2 <i>Healthy Relationships, and Power in Relationships</i> | LP3 <i>Our Lives Online, and Physical Health</i> | LP4 <i>Physical and Mental Health, and Staying Safe and Healthy</i> | LP5 <i>Risky Substances, Our Changing Bodies, and Staying Safe and Healthy</i> |
|--------|--------------------------|---|--|--|--|--|
| | Knowledge | Pupils will begin the year by looking at how to respect people of different faiths; they will explore faith groups in a community and the faith and culture of Modern Britain. They will then explore prejudice and discrimination and how to make the world a more inclusive place before exploring kindness in our community and keeping safe within it. | Pupil will look at bullying and why we should prevent it, they will explore what bullying is, the impact of bullying and how to stop it. Pupils will then begin to look at relationships and the law, from harmful sexual behaviour, to protecting themselves online and seeking support in difficult times. | Pupils will be exploring how they spend their time online, particularly considering the impact it has on sleep, body image, self-esteem and learning. They will learn how to plan their time online to address these issues. Pupils will then look at online bullying and the impact it has, they will why people bully online and how to respond to it before moving on to begin looking at their physical health and how to stay active. | Pupils will continue to explore the benefits of an active lifestyle. They will move on to looking at their Mental Health and how talking can support it; they will explore influences on their Mental Health and how to work with their feelings, including calming and relaxation techniques. Pupils then look at minor ailments and how to deal with coughs, colds, the flu, rashes, bites, stings, allergies and anaphylaxis. | Pupils will look at the impact of stomach illness before moving on to learn what they need to know about alcohol. They will then look at growing up by exploring puberty. Pupils will end the year by looking at staying safe from forced marriage, FGM, hymenoplasty and virginity testing. |
| | Procedural Knowledge | Pupils will take part in reading and listening comprehension, discussion and debate, they will be able to reflect deeply, and to embrace a wide range of subject (and topic) specific vocabulary, to equip them with the tools needed to navigate their lives as teenagers and adults, and to understand experiences that might affect friendships, relationships and partnerships, thus making them more empathetic individuals. It prepares them successfully for their KS4 delivery which builds on the KS3 sequencing and foundations of knowledge. | | | | |
| | Key Vocab | cohesion, tolerance, faith, opportunity, kindness, equality | banter, bullying, blocking, harassment, grooming, behaviour, socialise | filter, organisation, harassment, anxiety, bystander, insecure, fitness | energy, stress, psychological, trigger, relaxation, medicine, allergy | hydration, tolerance, hormones, puberty, mutilation, hymenoplasty, coercion |
| | Careers | LP1 <i>Grow Throughout Life Explore Possibilities</i> | LP2 <i>Manage Career</i> | LP3 <i>Balance Life and Work</i> | LP4 <i>Create Opportunities</i> | LP5 <i>Set the Big Picture</i> |
| | | Pupils will reflect on their strengths and interests and how this may shape their future. They will explore how employers recruit, what a CV is and the information that needs to go on it before creating their own CVs. | Pupils will explore the challenges and rewards of the workplace; they will look at Youth Employment and how it could benefit them as well as having a Growth Mind Set and evaluating how their learning will affect their career. | Pupils will be able to describe the positive and negatives of a career and why it is important to them. They will be able to describe what they want their future to look like; they will set Realistic, Achievable and Measurable goals for themselves. | Pupils will define what success means to them and explain what a successful career looks like to them and to others. They will explore how to have a successful life outside of their career and the different choices available to them. Pupils will also explore how the climate and careers are linked. | Pupils will explain what Green and Sustainable jobs are and the skills linked to them and the relevance to their futures. They will consider the skills they have and how they can be linked to the future and the career they may be opting for. |
| | Politics and Citizenship | LP1 <i>How Does the UK Political System Work?</i> | LP2 <i>Citizenship - What's It All About?</i> | LP3 <i>What Rights Should We Have?</i> | LP4 <i>How Does Local Democracy Work?</i> | LP5 <i>Why Do People Move Around the World?</i> |
| | | Pupils will know the difference between government and parliament; they will understand how elections work and what political parties do. | Pupils will know what citizenship is and how to be an active citizen; they will understand what fairness means in society, and why society needs rules and laws, as well as looking at how citizens can take action. | Pupils will know what rights are and what rights children are entitled to; they will know what equality is and explore the Equality Act 2010, and how discrimination effects society. | Pupils will know how our rights have changed over time; they will understand why it is important to register to vote and question whether the voting age should be lowered, before exploring how they can be involved in decision making. | Pupils will explore why we need laws on equality in the UK before looking at reasons why people migrate; they will explore whether conflict is a children's rights issue and understand the benefits and drawbacks of controlling immigration. |

| Year 9 | PSHE TOPIC | LP1 <i>Communities, and Healthy Relationships</i> | LP2 <i>Healthy Relationships, and Power in Relationships</i> | LP3 <i>Healthy Intimate Relationships, and Media Influence</i> | LP4 <i>Physical Health, Risky Substances, and Staying Safe and Healthy</i> | LP5 <i>Our Changing Bodies, and Staying Safe</i> |
|--------|--------------------------|---|--|--|--|---|
| | Knowledge | Pupils will begin the year by looking at understanding and respecting different types of relationships, they will explore the Equality Act, LGBT, Marriage and Diversity. They will then begin looking at how relationships change, exploring healthy romantic relationships and long term relationships. | Pupils will continue looking at changing relationships exploring marriage and civil partnerships. They will move on to look at power in relationships and keeping safe, exploring consent, exploitation, sexual harassment, and what makes a healthy intimate relationship. | Pupils will be exploring how sex can be safe through contraceptive choices, sexually transmitted infections and Human Immunodeficiency Virus (HIV). They will then look at looking after themselves online when sharing personal information; the law and impact of viewing pornography and online addictions. | Pupils will finishing looking at staying safe online by looking at trolls and harassment. They will then begin exploring their physical health through the importance of sleep quality and good sleep routines. Pupils will then look at staying safe from drugs and their risks, including stimulants, depressants and hallucinogen before exploring basic first aid. | Pupils will finish the year looking at the changes in puberty and the menstruation cycle. They will then move on to staying safe by looking at what they need to know about knife crime, including the laws about knives and weapons, and the consequences of knife crime. |
| | Procedural Knowledge | Pupils will take part in reading and listening comprehension, discussion and debate, they will be able to reflect deeply, and to embrace a wide range of subject (and topic) specific vocabulary, to equip them with the tools needed to navigate their lives as teenagers and adults, and to understand experiences that might affect friendships, relationships and partnerships, thus making them more empathetic individuals. It prepares them successfully for their KS4 delivery which builds on the KS3 sequencing and foundations of knowledge. | | | | |
| | Key Vocab | protected, characteristic, decriminalised, diversity, mutual, cohabitation | commitment, partnership, manipulate, exploitation, consent, boundary, contraception | barrier, confidential, asymptomatic, transmitted, personal, illegal, addiction | addiction, abuse, hormone, routine, dependence, tolerance, immobilise | imbalance, recovery, adolescence, fertility, distort, offence, consequence |
| | Careers | LP1 <i>Explore Possibilities</i> | LP2 <i>Grow Throughout Life</i> | LP3 <i>Create Opportunities</i> | LP4 <i>Manage Career</i> | LP5 <i>Balance Life and Work Set the Big Picture</i> |
| | | Pupils will identify their skills and why they are important to their futures. They will explore the different pathways available to them after school and those available to them in Stoke-on-Trent. | Pupils will reflect on their backgrounds and strengths to consider what they want to study at KS4 they will reflect on their learning so far and how it can support their option choices. They will learn how to make informed decisions to assist with the GCSE options be aware of the help and support available to them. | Pupils will be using their knowledge of the future plan to create a plan for their option choices. They will then explore the difference between a 'need' and a 'want' and take initiative in their learning and life being aware that they need to be flexible and imaginative when building a career. | Pupils will be able to explain different barriers that get in the way of their careers journeys and explain how to make a decision to remove them, they will imagine a range of possibilities for their future and careers. They will be aware of the different challenges and rewards different jobs and careers can bring. | Pupils will be able to define Labour market Information and the factors that influence it, as well as describing the skills of workers and employers in the labour market. They will be able to define the term budgeting, understand tax and explain their employability rights. |
| | Politics and Citizenship | LP1 <i>How Does the UK Political System Work?</i> | LP2 <i>Citizenship - What's It All About?</i> | LP3 <i>What Rights Should We Have?</i> | LP4 <i>How Does Local Democracy Work?</i> | LP5 <i>Why Do People Move Around the World?</i> |
| | | Pupils will know the difference between government and parliament; they will understand how elections work and what political parties do. | Pupils will know what citizenship is and how to be an active citizen; they will understand what fairness means in society, and why society needs rules and laws, as well as looking at how citizens can take action. | Pupils will know what rights are and what rights children are entitled to; they will know what equality is and explore the Equality Act 2010, and how discrimination effects society. | Pupils will know how our rights have changed over time; they will understand why it is important to register to vote and question whether the voting age should be lowered, before exploring how they can be involved in decision making. | Pupils will explore why we need laws on equality in the UK before looking at reasons why people migrate; they will explore whether conflict is a children's rights issue and understand the benefits and drawbacks of controlling immigration. |