

KS3 Curriculum Plan

|                                 | LP1  | LP2  | LP3  | LP4  | LP5  |
|---------------------------------|--|--|--|--|--|
| <b>PSHE TOPIC</b>               | <b>Rights Responsibilities and British Values Politics and Parliament</b>  | <b>Celebrating Equality and Diversity Celebrating Differences</b>  | <b>Media Influence, and Our Lives Online</b>   | <b>Choice Influences, Independence and Aspirations</b>   | <b>Autonomy and Advocacy, Choices and Influences</b>   |
| <b>Knowledge</b>                | Pupils will know why politics is important and how our country is run. They will understand the role of the Prime Minister and the role of the Monarchy, whilst also exploring political debating, elections, and campaigning. L1, L2, L3, L6, L7, L8, L9, L10, R33, R34   | Pupils will explore how Britain is multicultural. They will explore the importance of being kind whilst learning about learning disabilities, prejudices, and discrimination and how to challenge Islamophobia. H1, H2, H3, R3, R13, R14, R16, R39, R40, R41, L8, L10, L26                 | 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. H3, H13, H14, H30, L20, L21, L22, L23, L24, L25, L26, L27, R13, R14, R17 | Pupils will develop strategies to manage influence and decision making through recognising how to regulate their emotions and express themselves; their diet and exercise choices, how to maintain their health and mental hygiene as well as exploring healthy sleep patterns. H6, H7, H13, H14, H15, H16, H17, H18, H19, H20, H34, R42 | Pupils will develop their risk management skills and how to seek support, when exploring healthy relationships and relationship boundaries, as well as recognising unwanted contact. They will know how to safely access help for themselves and others if concerned about FGM or forced marriage. H21, H22, R6, R13, R16, R26, R41, L21 |
| <b>Procedural Knowledge</b>     | Pupils will take part in reading and listening comprehension, discussion and debate, they will be able to reflect deeply, and to embrace a wider 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. |  |  |  |  |
| <b>Key Vocab</b>                | Politics, Parliament, Democracy, Prime Minister, Monarchy, Commonwealth, Election, Government.   | Community, Immigration, Multiculturalism, Disabilities, Prejudice, Discrimination, Equality, Government, Legislation.  | motivation, influence, misinformation, opportunity, inappropriate, harmful, safeguarding   | emotion, exercise, hygiene, puberty, satisfaction, change, concept   | boundary, contact, forced, marriage, influence, behaviour, safety  |
|                                 | <b>LP1</b>   | <b>LP2</b>   | <b>LP3</b>   | <b>LP4</b>   | <b>LP5</b>   |
|                                 | <b>Grow Through Life</b>   | <b>Manage Career</b>   | <b>Create Opportunities</b>  | <b>Set the Big Picture</b>   | <b>Balance Life and Work</b>   |
| <b>Careers</b>                  | Pupils will be able to identify the features that make them and them and 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 affects 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 features that make a good work life balance and create an example of a balanced work life.                      |
| <b>Politics and Citizenship</b> | <b>How Does the UK Political System Work?</b>  | <b>Citizenship - What's It All About?</b>  | <b>What Rights Should We Have?</b>   | <b>How Does Local Democracy Work?</b>  | <b>Why Do People Move Around the World?</b>  |
|                                 | 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 affects 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.   |

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|---------------------------------|--|---|--|--|---|
| <b>PSHE TOPIC</b>               | <b>Rights Responsibilities and British Values Law, Crime and Society</b>   | <b>Celebrating Equality and Diversity</b>   | <b>Our Lives Online, and Physical Health</b>   | <b>Independence and Aspirations, Choices and Influences</b>  | <b>Autonomy and Advocacy, Choices and Influences</b>  |
| <b>Knowledge</b>                | Pupils will begin by looking at 'Desert Island Living' building a community and making decisions. They will then explore the criminal justice systems and how law are made before exploring prisons, reform and punishments and forming their own opinions on society. L1, L2, L3, L10, H30, H3, R41, R42, R43, R44  | Pupils will look at LGBT+ rights across the world, they will explore gender equality, ableism and disability discrimination, racism, and discrimination. Pupils will explore how we remove barriers and create equality for all. During this LP pupils will move onto <b>Proud to be Me</b> looking specifically at employability and enterprise skills, careers and aspirations and exploring a wide variety of careers. R3, R7, R8, R39, R40, R41, R5, L10, L26 | 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. H3, H13, H14, H15, H13, R14, R19, R38, L20, L21, L22, L23, L24, H10, H14, H17 | Pupils are developing their goal setting, motivation and self-awareness skills through exploring their aspirations for the future, career choices and route to employment. H1, L2, L3, L4, L8, L9, L11, L12, L13, L14  | Pupils will develop their communication and negotiation skills by exploring healthy relationships, boundaries and consent, setting and managing conflict. R2, R4, R5, R9, R10, R11, R12, R13, R14, R17, R18, R19, R23, R24, R25, R26, R27, R28, R29, R30, R31 |
| <b>Procedural Knowledge</b>     | Pupils will take part in reading and listening comprehension, discussion and debate, they will be able to reflect deeply, and to embrace a wider 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. |   |  |  |   |
| <b>Key Vocab</b>                | Responsibility, Rights, Fair, Cohesion, Prejudice, Criminal, Justice, Punishment, Bills, Parliament.   | Equality, Homosexuality, Homophobia, Stereotype, Ableism, Colonisation, Racism, Disability.   | filter, organisation, harassment, anxiety, bystander, insecure, fitness  | aspiration, career, identity, positive, physical, image, wellbeing   | healthy, relationship, consent, conflict, substance, misuse, county   |
|                                 | <b>LP1</b>   | <b>LP2</b>  | <b>LP3</b>   | <b>LP4</b>   | <b>LP5</b>  |
|                                 | <b>Grow Throughout Life Explore Possibilities</b>  | <b>Manage Career</b>  | <b>Balance Life and Work</b>   | <b>Create Opportunities</b>  | <b>Set the Big Picture</b>  |
| <b>Careers</b>                  | 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.             |
| <b>Politics and Citizenship</b> | <b>How Does the UK Political System Work?</b>  | <b>Citizenship - What's It All About?</b>   | <b>What Rights Should We Have?</b>   | <b>How Does Local Democracy Work?</b>  | <b>Why Do People Move Around the World?</b>   |
|                                 | 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 affects 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.                |

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|---------------------------------|--|--|--|--|---|
| <b>PSHE TOPIC</b>               | <b>Rights Responsibilities and British Values Combating Extremism</b>  | <b>Celebrating Equality and Diversity Sex, the Law and Consent</b>   | <b>Healthy Intimate Relationships, and Media Influence</b>   | <b>Independence and Aspirations</b>  | <b>Autonomy and Advocacy, Choices and Influences</b>  |
| <b>Knowledge</b>                | Pupils will explore the concept of conspiracy theories and forms of extremism. They will be looking at what terrorism is and the radicalisation process, as well as exploring counter terrorism works. Pupils will also explore what Anti-Semitism is. L26, L27, L28, R40, R41, R24, R25, R26, R27, R19  | Pupils have already looked at sexual consent and the law and will explore why people have sex. They will look at relationships, partners and domestic abuse and violence. They will also be aware of GMS, sexual harassment and stalking and the laws surrounding them. During this LP pupils will move onto <b>Essential Life Skills</b> looking at turning failures into successes, assertiveness, and social media online stress. R1, R2, R3, R24, R25, R26, R27, R28, R31, R37, R38, R39, R40, R41 | 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. H35, H36, R32, R33, H27, H28, H29, L21, L24, L25, L26, R29, R30 | Pupils will explore goal setting and decision making by looking at GCSE options, sources of careers advice and employability. L1, L2, L3, L5, L6, L7, L8, L9, L23, L24, L26  | Pupils will develop their self-confidence, risk management and strategies to manage influence through looking at friendship challenges, gangs and violent crime, drugs and alcohol and assertive communication. H26, H27, R19, R20, R37, R42, R43, R44, R45, R46, R47             |
| <b>Procedural Knowledge</b>     | Pupils will take part in reading and listening comprehension, discussion and debate, they will be able to reflect deeply, and to embrace a wider 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. |  |  |  |   |
| <b>Key Vocab</b>                | Conspiracy, Extremist, Terrorism, Radicalisation, Counter Terrorism, Prevent, Ideology, Persecution, Zionism, Anti-Semitism.   | Consent, Sexual, Harassment, Stalking, FGM, Success, Failure, Resilience, Passive, Assertive, Aggressive.  | barrier, confidential, asymptomatic, transmitted, personal, illegal, addiction   | options, advice, employability, finance, decision, borrowing, choice   | violence, crime, friendship, assertive, disorder, bereavement, strategy   |
|                                 | <b>LP1</b>   | <b>LP2</b>   | <b>LP3</b>   | <b>LP4</b>   | <b>LP5</b>  |
|                                 | <b>Explore Possibilities</b>   | <b>Grow Throughout Life</b>  | <b>Create Opportunities</b>  | <b>Manage Career</b>   | <b>Balance Life and Work Set the Big Picture</b>  |
| <b>Careers</b>                  | 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 they are 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 job and career. 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. |
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