



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	subject	Year group	7
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p><i>Must include school values (3Cs)</i></p> <p>At Landau Forte we are committed to providing a high quality educational experience for all students. Our curriculum determines and underpins the whole ethos of our school and our PSHE ideals are embedded within this. Our PSHE and RSE Curriculum encourages student curiosity by being wide-ranging and carefully planned by ensuring lessons take into account students' age, developmental stage and prior understanding. We encourage compassion by teaching sensitively and inclusively, taking into consideration the background and beliefs of students. We strive to always provide students with an understanding of the law, and legal implications of their actions and encourage them to have the courage to make the right choices.</p> <p>Students complete their PSHE through timetabled lessons, including PSHE, Science and RE, assemblies, extra-curricular activities, tutor time activities and external speakers. The curriculum has been developed in accordance with national guidance and covers 3 key themes, Healthy lifestyles, Living in the wider world and Relationships and sex education (RSE)</p> <p>Quite simply, we aim to ensure that students are prepared for the increasingly complex world we live in. We aim to equip our students with the necessary skills, capability and confidence to succeed in all aspects of their lives.</p>		
Threshold Concepts (TCs):	<ol style="list-style-type: none"> 1. Students will have an understanding of the importance of healthy lifestyles and how their choices can impact their futures. 2. Students will understand their role in the wider world and be more prepared for life beyond the classroom. 3. Students will understand the importance of health relationships including consent. 4. Students will understand the advantages and dangers of technology in an ever changing modern society. 5. Students will be confident on where to seek help and support both within school and the wider community. 		



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KS2 National Curriculum summary:	<p><i>PSHE is a non-statutory subject to allow for a flexible approach to teaching and learning. PSHE should reflect the needs of the pupils and equip them with the knowledge and skills to make safe, informed decisions. As a minimum students should have an understanding of the following by the end of primary school:</i></p> <p><i>Families and people who care for me</i> <i>Caring and respectful friendships</i> <i>Online relationships</i> <i>Being safe</i> <i>RSE – puberty, sex education set out in the science curriculum and beyond if deemed appropriate</i></p>					
Learner skills:	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question						
Big picture questions:	<u>How can we have a healthy lifestyle?</u>	<u>How can we have a healthy lifestyle?</u>	<u>How can we prepare for life beyond the classroom</u>	<u>How can we be good citizens?</u>	<u>How can we recognise positive relationships?</u>	<u>How can we recognise positive relationships?</u>
Content (Linked to TCs):	<ul style="list-style-type: none"> • Introduction to QEMS/PSHE • Healthy Eating • Exercise • Consequences of unhealthy lifestyles • Energy drinks 	<ul style="list-style-type: none"> • Smoking, drugs and alcohol • Anger Management • Mental health • Puberty and Periods • FGM and breast ironing 	<ul style="list-style-type: none"> • Resilience, aspiration and self esteem • Wants and needs • Budgets and finances • Discrimination 	<ul style="list-style-type: none"> • Discrimination and equality • Protected characteristics • Impact of the media 	<ul style="list-style-type: none"> • Friendships • Families and marriage • Romance and relationships • Positive relationships and keeping safe • LGBT • Consent 	<ul style="list-style-type: none"> • What does it mean to be British? • Radicalisation • Bullying or banter? • Online bullying



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Vocabulary Instruction:	Nutrition, saturated and unsaturated fats, aerobic and anerobic excercise, WHO,	nicotine, passive smoking, stimulant, cannabis, ecstasy, speed, cocaine, poppers, heroin, mental health, depression, anxiety, stress,	Resilience, aspiration, self-esteem, Maslows Heirarchy, budget, expenditure, account, direct debit, ethical, fair trade,	discrimination, equality, protected characteristics, homophobia, multiculturalism, overt and covert racism, communism, capitalism	Toxic, frenemies, dopamine, infatiation, cyber bully, paedophile, Grooming, propaganda	radicalisation, banter, bullying, cyberbullying, 4 step method
Assessment:			Summative Assessment 1 (Date)			Summative Assessment 2
Key/Historical misconceptions in this unit:	Age limits for energy drinks	Drug classification Different types of mental health Impact of puberty	Differences between wants and needs Differences between credit and debit cards	Misunderstanding of the protected characteristics.	'All relationships are romantic' 'Consent is just about sex'	'All Muslims are terrorists.' 'It's just banter'
Sequencing:	<p>We have chosen to sequence the year 7 curriculum like this because...</p> <p>It gives students the opportunity to revisit a number of topics that will have been covered in KS2 in greater detail. It also aims to close any gaps from their learning in KS2. The curriculum is designed to cover topics that are relevant to the students in year 7.</p>					
Values	<p>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</p> <p>Compassion – Students are encouraged to consider and evaluate other points of views and recognise the importance of different opinions.</p> <p>Curiosity – Encouraging students to ask questions, of the topic, and of themselves.</p> <p>Courage – students are encouraged to discuss challenging topics and have the courage to form their own opinions.</p>					
National Curriculum plus:	<p>In addition to teaching the statutory elements of the national curriculum, we also include:</p> <p>SMSC: Radicalisation, bullying, consent, positive relationships</p>					