



CURIOSITY

COMPASSION

COURAGE



### Curriculum overview

Subject	subject	Year group	10
<b>Vision statement:</b>	<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>		
<b>Curriculum intent:</b>	<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 <b>curiosity</b> by being wide-ranging and carefully planned by ensuring lessons take into account students' age, developmental stage and prior understanding. We encourage <b>compassion</b> 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 <b>courage</b> 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>		
<b>Threshold Concepts (TCs):</b>	<ol style="list-style-type: none"> <li>Students will have an understanding of the importance of <b>healthy lifestyles</b> and how their choices can impact their futures.</li> <li>Students will understand their role in the <b>wider world</b> and be more prepared for life beyond the classroom.</li> </ol>		



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- 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.

**KS2 National Curriculum summary:** *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:*

*Families and people who care for me*  
*Caring and respectful friendships*  
*Online relationships*  
*Being safe*  
*RSE – puberty, sex education set out in the science curriculum and beyond if deemed appropriate*

<b>Learner skills:</b>	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
	 CRITICAL THINKING	 ORGANISATION	 COLLABORATION	 ADAPTABILITY	 ORACY	 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
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**The Big Question** **How can we prepare for life beyond school?**

<b>Big picture questions:</b>	<u>How can we prepare for life beyond the classroom?</u>	<u>How can we prepare for life beyond the classroom?</u>	<u>How can we recognise positive relationships?</u>	<u>How can we recognise positive relationships?</u>	<u>How can we recognise positive relationships?</u>	<u>How can we have a healthy lifestyle?</u>
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<b>Content (Linked to TCs):</b>	(TC 1,2,4,5) <ul style="list-style-type: none"> <li>• What is time management?</li> <li>• How can we improve our memory and study skills?</li> <li>• How do I choose the career that it right for me?</li> <li>• How can I make the most of work experience?</li> </ul>	(TC 1,2,4,5) <ul style="list-style-type: none"> <li>• How do rights and responsibilities affect us in the workplace?</li> <li>• Why is social media dangerous?</li> <li>• What is social anxiety?</li> <li>• What is it like to be a parent?</li> </ul>	(TC 2,4,5) <ul style="list-style-type: none"> <li>• What are forced and arranged marriages?</li> <li>• What is consent?</li> </ul>	(TC 2,3,4,5) <ul style="list-style-type: none"> <li>• What is stalking and harassment?</li> <li>• What is revenge porn?</li> <li>• Gender, sex and trans identity</li> </ul>	(TC 2,3,4,5) <ul style="list-style-type: none"> <li>• What is sexism and gender prejudice?</li> <li>• Do we have healthy relationships with our role models?</li> <li>• How do we manage grief?</li> </ul>	(TC 2,3,4,5) <ul style="list-style-type: none"> <li>• What is binge drinking?</li> <li>• What are the dangers of gambling?</li> <li>• Tattoos and piercings</li> </ul>
<b>Personal Development Day themes:</b>	Healthy Lifestyles: <ul style="list-style-type: none"> <li>• Menopause</li> <li>• Self-examination</li> <li>• Mental health - stress</li> </ul>	Living in the wider world: <ul style="list-style-type: none"> <li>• Prevent</li> <li>• Hate crime</li> <li>• Criminal justice system</li> </ul>	Sex and relationships <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Staying safe online</li> </ul>	Careers	N/A	Celebrating diversity <ul style="list-style-type: none"> <li>• Personal identity</li> <li>• Celebrating diversity</li> </ul>
<b>Vocabulary Instruction:</b>	Time management, procrastinating, active and passive revision, long term memory, brain plasticity, career, job, vocation	Work experience, employee, employer, right, responsibility, racism, overt, covert	Criminal justice system, parenting styles, parental leave, Consent, non-consensual, rape	Arranged marriage, forced marriage, family honor, domestic servitude, Stalking, harassment,	revenge porn, takedown policy, upskirting, consent, trans, transitioning, gender, sex, gender prejudice	Binge drinking, alcohol poisoning, tattoo, sepsis



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<b>Key/Historical misconceptions in this unit:</b>	What are interpersonal skills  Career choices are limited by demographic/family circumstance	Importance of work experience  Responsibilities of all in the workplace  Different types of racism	How the criminal justice system works  Consent only relates to sex.	Differences between forced and arranged marriages  What is stalking and how is it different to harassment	Legality surrounding up skirting  What is revenge porn?	Units in different alcoholic drinks  Legal age for tattoos and piercings
<b>Sequencing:</b>	We have chosen to sequence the year 10 curriculum like this because we continue look at more complex and mature themes in year 10. We also look in more depth at life beyond the classroom, supporting whole school elements including work experience. There is an increased focus on RSE in year 10 to ensure our students are as prepared as possible to enter the adult work.					
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p><b>Compassion</b> – Students are encouraged to consider and evaluate other points of views and recognise the importance of different opinions. Students are encouraged to become aware of their own moral compass when discussing challenging topics.</p> <p><b>Curiosity</b> – Encouraging students to ask questions, of the topic, and of themselves.</p> <p><b>Courage</b> – students are encouraged to discuss challenging topics and have the courage to form their own opinions.</p>					
<b>National Curriculum plus:</b>	SMSC – Mental health, racism, forced and arranged marriages, British values, Careers – employability skills, enterprising people, career planning, CV writing, work experience					