



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

| Subject | subject | Year group | 11 |
|----------------------------------|--|------------|----|
| 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>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"> Students will have an understanding of the importance of healthy lifestyles and how their choices can impact their futures. Students will understand their role in the wider world and be more prepared for life beyond the classroom. | | |



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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

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| Learner skills: | Critical thinking | Organisation | Collaboration | Adaptability | Oracy | Self-quizzing |
| |  CRITICAL THINKING |  ORGANISATION |  COLLABORATION |  ADAPTABILITY |  ORACY |  SELF QUIZZING |

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|----------------|----------------|----------------|----------------|----------------|----------------|
| 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

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| Big picture questions: | How can we have a healthy lifestyle? | How can we recognise positive relationships? | How can we recognise positive relationships? | How can we have a healthy lifestyle? | How can we prepare for life beyond the classroom | |
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| Content (Linked to TCs): | (TC 1,2,4,5) <ul style="list-style-type: none"> • How can I successfully prepare for my exams? • Why is sleep important? • Why do we need to persevere? • What is privilege and how does it affect our lives? | (TC 1,2,3,4,5) <ul style="list-style-type: none"> • Types of relationships • How can we establish clear sexual boundaries? • What is good sex? • What is Chem sex and what are the dangers? | (TC 1,3,4,5) <ul style="list-style-type: none"> • How can we manage break ups? • How can we manage conflict? • | (TC 1,2,5) <ul style="list-style-type: none"> • Is body positivity a good thing? • What are positive and negative risks? • How can we celebrate our identity? | (TC1,2,3,4,5) <ul style="list-style-type: none"> • Employment law and trade unions • Why is health and safety in the workplace important? | |
| Personal Development Days themes: | Healthy lifestyles: <ul style="list-style-type: none"> • Fertility and reproduction • Contraception | Living in the wider world: <ul style="list-style-type: none"> • Prevent • Drugs and the Law | Sex and relationships: <ul style="list-style-type: none"> • Bullying • Staying safe online | Careers | N/A | N/A |
| Vocabulary Instruction: | Revision, cramming, sleep deprivation, melatonin, cognitive function, perseverance, procrastination | Asexuality, monogamy, traditional relationships Consent, Rape, Sexual Assault, Sexual Harassment, masturbation, orgasm, hymen, | Grief, amicable break up, conflict, resolution, conflict management, body positivity, obesity, self-esteem | Risk, impaired judgement, identity, | Privilege, employment law, trade unions, TUC, health and safety at work act, risk assessment, health and safety policy | |



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| Key/Historical misconceptions in this unit: | 'Maths and English are the only subject that I will revise for because they matter the most.' | Masturbation is dirty 'All virgins have a hymen that breaks.' | Body positivity is always a good thing No break up can be amicable | All risks are bad | What is meant by the term Privilege? | |
| Sequencing: | We have chosen to sequence the year 11 curriculum like this because The curriculum continue to build on the topic covered at KS3. Students are encouraged to consider life beyond the academy by considering what it is like to work in the workplace. Students discuss the less discussed sides of sex and health such as masturbation and rape to fully prepare them for later life. | | | | | |
| 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. Students are encouraged to become aware of their own moral compass when discussing challenging topics.</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: | SMSC – Privilege, multiculturalism, consent, body positivity Careers – Plans beyond schools, interview skills | | | | | |