



CURIOSITY







COMPASSION

COURAGE



### Curriculum overview

Subject	PSHE	Year group	7
<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>1. Students will have an understanding of the importance of <b>healthy lifestyles</b> and how their choices can impact their futures.</li> <li>2. Students will understand their role in the <b>wider world</b> and be more prepared for life beyond the classroom.</li> <li>3. Students will understand the importance of <b>health relationships</b> including consent.</li> <li>4. Students will understand the advantages and <b>dangers of technology</b> in an ever changing modern society.</li> <li>5. Students will be confident on where to seek <b>help and support</b> both within school and the wider community.</li> </ol>		

<b>KS2 National Curriculum summary:</b>	<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>					
<b>Learner skills:</b>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>						
<b>Big picture questions:</b>	<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>	<u>How can we have a healthy lifestyle?</u>	<u>How can we prepare for life beyond the classroom?</u>	<u>How can we prepare for life beyond the classroom?</u>
<b>Content (Linked to TCs):</b>	<p>(TC 2,3, 4,5)</p> <ul style="list-style-type: none"> <li>How can we prepare for secondary school?</li> <li>What is self-esteem and resilience?</li> <li>What is a good friendship?</li> <li></li> </ul>	<p>(TC 1,2,4,5)</p> <ul style="list-style-type: none"> <li>What are the different types of family?</li> <li>Falling in love</li> <li>How do we stay safe in relationships</li> </ul>	<p>(TC 1,2,4,5)</p> <ul style="list-style-type: none"> <li>What is consent?</li> <li>What is puberty?</li> <li>Periods – what do I need to know?</li> <li>Why is smoking bad for us?</li> <li></li> </ul>	<p>(TC 1,2,3,4,5)</p> <ul style="list-style-type: none"> <li>What is vaping and why is it dangerous?</li> <li>What are drugs? Are they always bad?</li> </ul>	<p>(TC 1,2,4,5)</p> <ul style="list-style-type: none"> <li>What is the NHS?</li> <li>What are protected characteristics?</li> <li>What are wants and needs?</li> </ul>	<p>(TC 2,4,5)</p> <ul style="list-style-type: none"> <li>How do I use different financial products?</li> <li>Where should I save my money?</li> <li>How can I manage my money?</li> <li>What are financial transactions?</li> </ul>



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<b>Personal Development</b> <b>Day themes:</b>	<u>'It's ok to be not ok.'</u> (TC 1,4, 5) <ul style="list-style-type: none"> <li>• What is mental health?</li> <li>• How do I revise?</li> </ul>	<u>'I fought the law, and the law won.'</u> (TC 1,2,3, 4, 5) <ul style="list-style-type: none"> <li>• What is FGM?</li> <li>• What is County Lines and why is it a risk?</li> </ul>	<u>'I hope I'm old, before I die.'</u> (TC 1, 2, 4, 5) <ul style="list-style-type: none"> <li>• How can we ensure we are living healthily?</li> <li>• What are the Consequences of an unhealthy lifestyle</li> </ul>	<u>'Why you gotta be so mean?'</u> (TC 1,2,3,4,5) <ul style="list-style-type: none"> <li>• Bullying</li> <li>• How can we ensure we are staying safe online</li> </ul>	N/A	<u>'I am what I am':</u> (TC 1, 2,3,4,5) <ul style="list-style-type: none"> <li>• What is my personal identity</li> <li>• What makes the UK diverse?</li> </ul>
<b>Vocabulary Instruction:</b>	<b>Aspiration, potential, self-esteem Frenemies, Toxic friendship groups, Genuine friendships, mental health, revision</b>	<b>families, marriage, civil partnerships, dopamine, infatuation, FGM, County lines</b>	<b>Consent, puberty, PMS, Period, Menstrual cycle Carcinogen, passive smoking, nicotine, tobacco,</b>	<b>Stimulants depressants, gateway drug, Cyber bully, paedophile, domestic abuse,</b>	<b>Wants, needs, Maslow's Hierarchy, NHS, Protected Characteristics, Equalities Act 2010</b>	<b>Credit, debit, cheques, tax-free savings, personal loans budget, expenditure, sources of income, credit, debit, cheques</b>
<b>Key/Historical misconceptions in this unit:</b>	'All relationships are romantic'  'Everyone makes friends easily.'	'All families are the same'  'No one is silly enough to get into county lines.'	'Consent is just about sex'  'Puberty impact girls more than boys'  'Everyone goes through puberty at the same time.'	'Vaping is safer than smoking'  'All drugs are bad.'  'Cannabis is a legal drug'	Misunderstanding of the protected characteristics.  Differences between wants and needs	Differences between credit and debit cards
<b>Sequencing:</b>	<p><b>We have chosen to sequence the year 7 curriculum like this because...</b></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. For example, experience suggests there are a number of relationship and friendship issues early on in year 7 so lessons have been planned to aid with their transition.</p>					
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></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>					



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**National  
Curriculum  
plus:**

In addition to teaching the statutory elements of the national curriculum, we also include:

SMSC: Radicalisation, bullying, consent, positive relationships