



CURIOSITY







COMPASSION

COURAGE



## Curriculum overview

Subject	PSHE	Year group	9
<p><b>Vision statement:</b></p>	<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>		
<p><b>Curriculum intent:</b></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 <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>		
<p><b>Threshold Concepts (TCs):</b></p>	<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 <b>consent</b>.</li> <li>4. Students will understand the <b>advantages and dangers of technology</b> in an ever changing modern society.</li> <li>5. Students will be confident on where to <b>seek 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>	<p><b>How can we prepare for life beyond school?</b></p>					
<b>Big picture questions:</b>	<p><b>How can we have a healthy lifestyle?</b></p>	<p><b>How can we have a healthy lifestyle?</b></p>	<p><b>How can we recognise positive relationships?</b></p>	<p><b>How can we prepare for life beyond the classroom?</b></p>	<p><b>How can we recognise positive relationships?</b></p>	<p><b>How can we prepare for life beyond the classroom?</b></p>
<b>Content (Linked to TCs):</b>	<p>(TC 1,2,3 4,5)</p> <ul style="list-style-type: none"> <li>• How can we be self-managers?</li> <li>• Why is it important to have a growth mindset?</li> <li>• What are interpersonal skills?</li> <li>•</li> </ul>	<p>(TC 1,2,3,4,5)</p> <ul style="list-style-type: none"> <li>• Drugs – What do I need to know?</li> <li>• Why must we be careful with alcohol?</li> <li>• What are young offenders?</li> </ul>	<p>(TC 1,2,3,4,5)</p> <ul style="list-style-type: none"> <li>• What body image issues do people face?</li> <li>• Male body image</li> <li>• What is self-harm?</li> <li>• What is consent?</li> </ul>	<p>(TC 2,3,4,5)</p> <ul style="list-style-type: none"> <li>• Who are the LGBTQAI+ community?</li> <li>• PC focus – What discrimination do the LGBTQAI+ community face?</li> </ul>	<p>(TC 1,2,3,5)</p> <ul style="list-style-type: none"> <li>• Pregnancy, miscarriage and abortion</li> <li>• How can we tell the difference between healthy and abusive relationships?</li> </ul>	<p>(TC 2,4,5)</p> <ul style="list-style-type: none"> <li>• How can I avoid debt?</li> <li>• How can I successfully manage my money?</li> <li>• Consumers and the law – what are my rights?</li> </ul>



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<b>Personal Development Day themes:</b>	<u>'It's ok to be not ok.'</u> <ul style="list-style-type: none"> <li>Mental health – anxiety</li> <li>Revision techniques</li> </ul>	<u>'I fought the law, and the law won.'</u> <ul style="list-style-type: none"> <li>Knife Crime</li> <li>CSE</li> </ul>	<u>'I hope I'm old, before I die.'</u> <ul style="list-style-type: none"> <li>Cancer awareness</li> <li>Responsible health</li> </ul>	<u>'Why you gotta be so mean?'</u> <ul style="list-style-type: none"> <li>Bullying</li> <li>Why is selfie-safety important?</li> </ul>	N/A	<u>'I am what I am':</u> <ul style="list-style-type: none"> <li>Personal identity</li> <li>Diversity</li> </ul>
<b>Vocabulary Instruction:</b>	Investment, self-managers, growth mindset, interpersonal skills, revision, mental health	Legalisation, schizophrenia, Alcohol, units, age of criminal responsibility, knife crime, gangs, CSE Peer pressure, abusive relationship,	Mental health, body image, Body image, Manorexia, Bulimia, Obesity, Anorexia, , legalisation, self-harm, dermatillomania, self expression, consent, body image, sexting	LGBTQAI+, Cis-gender Consent, non-consensual, contraceptive, , bullying, selfie	pregnancy, abortion, miscarriage,	consumer rights, interest, loans, credit score, debit card, credit card, bank, building society
<b>Key/Historical misconceptions in this unit:</b>	What are interpersonal skills  'I can't have a growth mindset.'  'I don't need to revise.'	Drug classification  What an alcohol unit looks like  Age of criminal responsibility	Men don't suffer with body image problems  Different types of self-harm  Consent in a non-sexual context.	LGBT community discrimination  Gender or sex	Legal rights of a pregnant woman  'No one would believe me.'	Consumer rights surrounding gift purchases  What a building society is All debt is bad
<b>Sequencing:</b>	We have chosen to sequence the year 9 curriculum like this because we continue to follow a spiralsed curriculum embedding the topics covered in years 7 and 8. This involves looking at topics in greater depth and detail and also focusing on the topics that are more mature in theme such as body image issues and self-harm					
<b>Values</b>	<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>					



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**National  
Curriculum  
plus:**

SMSC – consumer rights, knife crime, young offenders, British values,  
Careers – employability skills, work skills