



PSHCE Curriculum Map: Key Stage 3 LDC

| PSHCE Curriculum Map: Key Stage 3 LDC | | | | | | |
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| | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Topics | <u>Online and in-school safety</u> <u>Democracy</u> <u>Mutual respect</u> | <u>Tolerance of different faiths and cultures</u> <u>Kindness to others</u> | <u>Healthy living</u> <u>First aid</u> | <u>Careers and ambitions</u> <u>Skills for the future</u> | <u>Rights and Responsibilities</u> <u>The rule of law</u> | <u>Safety</u> <u>Healthy coping strategies</u> |
| Intent | <ul style="list-style-type: none"> • Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community • Teach students to understand British values of respect, tolerance, law and democracy which underpin our school value of kindness • Develop digital and personal resilience enabling students to make informed and safe choices | <ul style="list-style-type: none"> • Ensure that students have a clear understanding of what healthy relationships look like so that they can keep themselves and others safe • Teach students the law regarding protected characteristics so that they can become responsible citizens actively countering discrimination • Celebrate and understand the different communities in Bradford, in Great Britain and in the world we inhabit today • Develop students so that they celebrate difference, ensuring | <ul style="list-style-type: none"> • Develop digital and personal resilience enabling students to make informed and safe choices • Teach children how to make informed and safe choices to look after their own and others' physical/mental wellbeing • Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community | <ul style="list-style-type: none"> • Developing self-efficacy creating ambitious and resilient learners who are able to learn from their mistakes and move forward with ambition • Provide opportunities for students to develop numeracy skills ensuring future financial literacy | <ul style="list-style-type: none"> • Develop a deep understanding of the importance of being an active citizen in modern Britain, who makes a positive contribution to school and the wider community • Provide opportunities for students to develop numeracy skills ensuring future financial literacy • Forge a clear understanding that actions have consequences | <ul style="list-style-type: none"> • Develop digital and personal resilience enabling students to make informed and safe choices • Teach children how to make informed and safe choices to look after their own and others' physical/mental wellbeing |

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| | | that all feel like they belong at BBEC | | | | |
| Key Knowledge Learning intentions | <p>Where can I access help and support inside of school and from external agencies?</p> <p>What do lanyards mean for different members of staff?</p> <p>How do I keep myself safe online?</p> <p>What is democracy?</p> <p>Why is voting important?</p> <p>How do our actions affect others?</p> <p>How can we show mutual respect in and out of school?</p> <p>How to recognise and report risky online content?</p> | <p>What are positive and negative influences?</p> <p>How can I be affected by peer pressure?</p> <p>How can social media affect our mental wellbeing?</p> <p>How should we show kindness to others by thinking about our actions online and offline?</p> <p>What is the Equality Act 2010?</p> <p>What are the protected characteristics?</p> <p>What is discrimination?</p> <p>How can discrimination lead to prejudice and stereotyping?</p> | <p>What are the links between physical and mental wellbeing?</p> <p>What does a healthy, balanced diet look like?</p> <p>How can we ensure we use physical activity to look after our physical and mental wellbeing?</p> <p>How do our sleep habits affect our wellbeing?</p> <p>What does addiction mean?</p> <p>What can people become addicted to?</p> <p>What are the harmful effects of vaping and other addictive substances?</p> <p>How is basic life support administered?</p> <p>How do I carry out a primary survey?</p> | <p>What is the difference between a job and a career?</p> <p>What are my future options for employment?</p> <p>How can I begin to target set for the future?</p> <p>What is time management?</p> <p>What is leadership?</p> <p>What is professionalism?</p> <p>What are SMART targets?</p> | <p>What are rights?</p> <p>What are responsibilities?</p> <p>What are human rights and how do they impact people around the world?</p> <p>What is the rule of law and why is it a fundamental British value?</p> <p>What role does the law play in our lives?</p> <p>What does it mean to be an active and responsible citizen?</p> <p>How can we show mutual respect?</p> <p>What different families/partnerships exist?</p> | <p>How to keep safe around sun and water</p> <p>How to deal with conflict with peers, adults and ourselves</p> <p>What are healthy and unhealthy coping strategies</p> <p>How to recognise mental ill health and which coping strategies to use to deal with intense emotions</p> |
| Key Skills | <p>Recognising how to keep safe both inside and outside of school</p> <p>Understanding the fundamental British value of democracy</p> | <p>Recognising how to spot positive and negative influences</p> <p>Understanding how social media can affect our own and others' wellbeing</p> | <p>Understanding how to make informed choices about looking after our minds and bodies.</p> <p>Develop a understanding of basic life support.</p> | <p>Understanding the range of employment and educational options available for the future.</p> <p>Develop aspiration for the future and how to prepare for future ambitions by developing key skills needed for</p> | <p>Understanding how key rights and responsibilities play an important role in modern Britain and beyond.</p> <p>Develop an understanding of the rule of law and mutual respect.</p> | <p>Understanding how to keep safe ahead of summer</p> <p>Recognising when to use healthy coping strategies in order to deal with intense emotions and conflict with others</p> |

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| | <p>in the UK and worldwide</p> <p>Understanding mutual respect as part of fundamental British values</p> | <p>Understanding the laws in place designed to ensure equality for all in the UK.</p> <p>Understanding the effects of discrimination, prejudice and stereotyping</p> | <p>Understanding how to resist influence with regards to addictive substances.</p> | <p>employment and education.</p> | | |
| Key Vocabulary | <p>Values</p> <p>Courtesy</p> <p>Kindness</p> <p>Resilience</p> <p>Ambition</p> <p>Risk</p> <p>Safeguarding</p> <p>Voting</p> <p>Parliament</p> <p>Democracy</p> <p>Dictatorship</p> <p>Privilege</p> <p>Mutual respect</p> | <p>Influence</p> <p>Peer pressure</p> <p>Social media</p> <p>Wellbeing</p> <p>Tolerance</p> <p>Equality</p> <p>Protected characteristics</p> <p>Discrimination</p> <p>Prejudice</p> <p>Stereotyping</p> | <p>Wellbeing</p> <p>Addiction</p> <p>Coping strategies</p> <p>Diet</p> <p>Exercise</p> <p>Nutrition</p> <p>Nutrients</p> <p>Dopamine</p> <p>Life support</p> <p>CPR</p> <p>First aid</p> <p>Primary survey</p> <p>Recovery position</p> | <p>Career paths</p> <p>Ambition</p> <p>Leadership</p> <p>Options</p> <p>Time management</p> <p>Organisation</p> <p>Problem solving</p> <p>Aspiration</p> <p>Transferable skills</p> <p>Professionalism</p> | <p>Citizenship</p> <p>Rights</p> <p>Responsibilities</p> <p>Human rights</p> <p>Law</p> <p>Justice</p> <p>Criminal responsibility</p> <p>Mutual respect</p> <p>Consequences</p> | <p>UV</p> <p>Safety</p> <p>Emergency response</p> <p>Hazards</p> <p>Conflict</p> <p>Coping strategies</p> <p>De-escalation</p> <p>Conflict</p> <p>“Fight or flight”</p> |
| Key Reading | <p>Weekly “In the News” article</p> <p>Local, national and international news stories</p> | <p>Weekly “In the News” article</p> <p>Local, national and international news stories</p> | <p>Weekly “In the News” article</p> <p>Local, national and international news stories</p> | <p>Weekly “In the News” article</p> <p>Local, national and international news stories</p> | <p>Weekly “In the News” article</p> <p>Local, national and international news stories</p> | <p>Weekly “In the News” article</p> <p>Local, national and international news stories</p> |
| End Point | <p>Students will have developed an understanding of</p> | <p>Students will have developed an understanding of</p> | <p>Students will have developed an understanding of how</p> | <p>Students will have developed an understanding of future</p> | <p>Students will have developed an understanding of rights</p> | <p>Students will have developed an understanding of</p> |

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| | both BBEC and British values and how to keep safe online and in school. | equality and why we have laws in place to protect this. Students will have developed the knowledge to use social media safely, thinking about the wellbeing of ourselves and others. | to look after their physical and mental wellbeing and make informed choices about their health. Students will have developed an understanding of how to administer basic life support. | employment and education options. Students will have developed an understanding of how to begin to prepare for future ambitions. Students will understand how their current skills can be developed to ensure that they are prepared for the world of work and education in the future. | and responsibilities and how the rule of law is a fundamental British value. | how to keep safe when spending more time outside in the summer months. Students will have developed an understanding of how to use healthy coping strategies and de-escalation to deal with intense emotions and conflict |
| Form of Assessment | Weekly multiple choice quizzes Scenario-based assessments CfU questioning MWB Student voice | Weekly multiple choice quizzes Scenario-based assessments CfU questioning MWB Student voice | Weekly multiple choice quizzes Scenario-based assessments CfU questioning MWB Student voice | Weekly multiple choice quizzes Scenario-based assessments CfU questioning MWB Student voice | Weekly multiple choice quizzes Scenario-based assessments CfU questioning MWB Student voice | Weekly multiple choice quizzes Scenario-based assessments CfU questioning MWB Student voice |
| Enrichment opportunities | External speakers/workshops Assemblies Pride event | | | | | |
| Leadership opportunities | Regular student voice to be collated and shared with prefects/SLT | | | | | |



AMBITION



RESILIENCE



COURTESY



KINDNESS