

Key Stage 3 Curriculum Overview – PSHE

| Term | Year 7 | Year 8 |
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| Autumn term 1 | Title of Unit: Managing emotions Length of Unit: 6 weeks Main Focus: Establishing community time and restorative practices; getting to know and appreciate the similarities and differences about the people in class; Managing feelings; Understanding your brain; Peer Pressure; Body Language | Title of Unit: Personal Identity Length of Unit: 6 weeks Main Focus: Personal identity; Body Image; Changing relationships; To know and appreciate the similarities and differences about the people in class; To manage relationships; To empathise with others; To consider risks when making decisions |
| Links to prior learning | Year 6 – keeping safe online | Year 7 – Rules and laws |
| Careers links | Therapist, counsellor, psychologist. | |
| Spring term | Title of Unit: Healthy lifestyles Length of Unit: 12 weeks Main Focus: Respectful relationships: online vs real world, mental health; physical and emotional aspects of puberty, keeping healthy, personal hygiene, sleep hygiene, screen time, risks and effects of drugs including vaping and alcohol. | Title of Unit: RSE – Healthy Lifestyles Length of Unit: 12 weeks Main Focus: Healthy relationships, body image and the media, the law and sex, STI's, contraception, dangers of illegal drugs. 'Smashed' – alcohol workshop. |
| Links to prior learning | Year 6 healthy lifestyles | Year 7 Healthy lifestyles |
| Links to future learning | Year 7 healthy lifestyles | |
| Careers links | Health care sector, nutritionist, personal trainer, physiotherapist, sport | Health care sector, nutritionist, personal trainer, physiotherapist, sport |

Holywell School Curriculum Overviews

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| Summer term 1 | Title of Unit: Accidents and Economic well-being Length of Unit: 6 weeks Main Focus: Dealing with accidents; first aid; Economic wellbeing, the role of banks, the economy and budgeting. <i>* PSHE Day – British Values</i> | Title of Unit: Careers and Employability Skills Length of Unit: 6 weeks Main Focus: Concept of career; understanding the qualities, skills and attitudes needed for employability; gender stereotyping at work, developing and maintaining self-esteem and envisaging a positive future for themselves; Goal setting <i>* PSHE Day – Careers education, employer encounters, post 16 routes, introduction to different industries and jobs.</i> |
| Links to prior learning | Year 5 Safety | |
| Careers links | | Post 16 options, A levels, T levels, apprenticeships, part time work. |
| Summer term 2 | Title of Unit: Citizenship Length of Unit: 6 weeks Main Focus: How government works; the political system of the United Kingdom; democracy; voting and elections, the role of political parties; the nature of rules and laws. | Title of Unit: Critical Consumers Length of Unit: 4 weeks Main Focus: Demonstrate capability as critical consumers of goods and services; Rights and responsibilities; Ethical employers; Fairtrade Title of Unit: Moving Forward – Upper School Transition Preparation Length of Unit: 3 weeks Main Focus: Managing change, celebrating successes, coping with feelings, preparing for transition. |
| Careers links | Politicians, economist, civil servant, campaign manager, political scientist. | Ethical supply chain careers, sustainability researchers, nature conservation. Careers in the green sector. |
| Values across the curriculum The key Holywell values of respect and kindness are integral to every PSHE lesson. Teachers provide a safe space where students are free to discuss ideas and learn how to disagree respectfully. | | |
| Spirituality in the curriculum The PSHE curriculum teaches students to respect and value themselves and others. It does this through developing self-awareness and by exploring the components of healthy relationships. It teaches children how to look after their physical and mental wellbeing. The 'Living in the Wider World' strand of the curriculum explores how our society works and encourages students to | | |

think beyond the present. The RSE part of the curriculum was planned in line with the 'Goodness and Mercy' resource. We support the school vision of 'being the best we can be in community'. An example of how we do this is by raising student's aspirations through regular careers assemblies and by encouraging them to look at their skills and qualities and how to develop these further.

How we track your progress

Summary for parents on how the students' progress is measured

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes.

Parents/Carers can support their child by: encouraging them to discuss a wide range of topics in an open and non-judgemental way, bringing students attention to key events in the news, encouraging them to take an interest in current affairs and by enabling them to take on roles of responsibility outside school.