

**BIG PICTURE CURRICULUM PLANNING - KEY STAGE 3**

<p><b>The big aims of KS3</b></p>	<ul style="list-style-type: none"> <li>• At KS3 PSHE should build on the skills, attitudes, values and knowledge that pupils have acquired at primary school.</li> <li>• It should acknowledge and address the changes that young people are experiencing, beginning with transition to secondary school, the challenges of adolescence and their increasing independence.</li> <li>• It teaches them the skills which will equip them for the opportunities and challenges of life.</li> <li>• Pupils are encouraged to manage diverse relationships and the increasing influence of peers and the media.</li> <li>• At KS3 the curriculum should allow them to become more confident in addressing the challenges of effective learning and making a full and active contribution to society.</li> <li>• At KS3, PSHE should not only teach pupils about the concepts listed below but should allow them the opportunity to explore their attitudes, values and beliefs allowing them to develop the skills, language and strategies to manage these situations should they encounter them in their lives</li> </ul>
<p><b>Characteristic of a compelling learning experience</b></p>	<ul style="list-style-type: none"> <li>• Curriculum relevance based on national and local data - pupil voice and staff voice plays a key part in shaping the curriculum to ensure the topics covered reflect the needs of our pupils e.g., healthy relationships, exploitation, mental health and well-being</li> <li>• Subject matter relevant, appropriate and meaningful and matched to pupil needs/attitudes/beliefs and experiences</li> <li>• Discussion and critical thinking allowing for pupils to be pushed into liminal zone</li> <li>• Deeper learning through in-depth exploration of concepts which are visited in further depth through a spiral curriculum</li> <li>• Learning which challenges perceived social norms – normative education</li> </ul>
<p><b>Key concepts</b></p>	<ul style="list-style-type: none"> <li>• Identity – personal qualities, attitudes, attributes and achievement</li> <li>• Healthy lifestyles – physically, emotionally and socially</li> <li>• Risk – safety</li> <li>• Diversity and equality with regard to the protected characteristics</li> <li>• Career including enterprise and economic understanding</li> <li>• Power in a variety of contexts including online ; how it manifests through behaviours including online</li> <li>• Change</li> <li>• Relationships (including different types and in different settings, including online)</li> </ul>
<p><b>Key knowledge</b></p>	<ul style="list-style-type: none"> <li>• How a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise</li> <li>• Physical and emotional change</li> <li>• Facts and laws about drug, alcohol and tobacco misuse, and the personal and social consequences of misuse of themselves and others</li> <li>• How the media portrays young people, body image and health issues</li> <li>• Examples of diverse values encountered in society and the clarification of personal values</li> <li>• Similarities, differences and diversity among people of different race, culture, ability, disability, gender age and sexual orientation</li> <li>• Personal review and planning process</li> <li>• Skills and qualities in relation to employers’ needs</li> <li>• Work roles and identities</li> <li>• The range of opportunities in learning and work personal budgeting and money management</li> <li>• The characteristics of emotional and mental health, and the causes, symptoms, and treatments of some mental and emotional health disorders.</li> <li>• How high risk behaviours affect health and wellbeing</li> <li>• Sexual activity, contraception, pregnancy and sexually transmitted infections</li> <li>• Diversity in sexual attraction</li> </ul>
<p><b>Key skills/attributes</b></p>	<ul style="list-style-type: none"> <li>• Self-improvement</li> <li>• Self-regulation – promotion of growth mindset and managing strong emotions and impulses</li> <li>• Managing peer influence and need for peer approval</li> <li>• Evaluating perceived social norms</li> <li>• Self-organisation</li> <li>• Developing and maintaining a healthy self-concept, including self-confidence, realistic self-image, assertiveness, self-advocacy and self-respect</li> <li>• Empathy and compassion including decision making/behaviour</li> <li>• Discernment in evaluating arguments and opinions of others</li> <li>• Active listening/communication</li> <li>• Formulating questions as part of approach to learning and to assess the value of information</li> </ul>

- Identifying links between values beliefs /decisions actions
- Resilience
- Critical thinking