

## KS3 Curriculum Plan CFL

KS3 (Pendle)	Topic	Links to previous learning	Links to current wider curriculum
Autumn Term 1	<ul style="list-style-type: none"> <li>• Managing change</li> <li>• Proud to be me</li> <li>• Essential life skills</li> </ul>	<p>KS1.</p> <ul style="list-style-type: none"> <li>• How to recognise what others might be feeling.</li> <li>• To recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>• To recognise the ways in which we are all unique.</li> <li>• About preparing to move to a new class/year group.</li> <li>• About how people make friends and what makes a good friendship.</li> <li>• That people make different choices about how to save and spend money.</li> </ul> <p>KS2.</p> <ul style="list-style-type: none"> <li>• To recognise their individuality and personal qualities.</li> <li>• Strategies to manage transitions between classes and key stages.</li> <li>• About discrimination: what it means and how to challenge it.</li> </ul>	<ul style="list-style-type: none"> <li>• Links to KS4 English - 'Of Mice and Men' - Black America and discrimination and civil rights.</li> <li>• Link to KS4 Options Health and Social Care – Communication and barriers to communication.</li> <li>• Link to KS3 Humanities – The Black people of America – from slavery to freedom.</li> </ul>
Autumn Term 2	<ul style="list-style-type: none"> <li>• Puberty, body development</li> <li>• Physical health and</li> </ul>	<p>KS1.</p> <ul style="list-style-type: none"> <li>• Different ways to keep healthy,</li> <li>• Foods that support good health</li> </ul>	<ul style="list-style-type: none"> <li>• Link to KS4 (Options) Food Technology – Nutrition and diet.</li> </ul>

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	<p>mental wellbeing</p> <ul style="list-style-type: none"> <li>• Combatting extremism and terrorism</li> </ul>	<p>and the risks of eating too much sugar.</p> <ul style="list-style-type: none"> <li>• How physical activity helps us to stay healthy; and ways to be physically active every day.</li> <li>• Why sleep is important and different ways to rest and relax.</li> <li>• Simple hygiene routines that can stop germs from spreading</li> <li>• Dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.</li> </ul> <p>KS2.</p> <ul style="list-style-type: none"> <li>• The elements of a balanced, healthy lifestyle.</li> <li>• About what good physical health means; how to recognise early signs of physical illness.</li> <li>• How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</li> <li>• That mental health, just like physical health, is part of daily life; the importance of taking</li> </ul>	<ul style="list-style-type: none"> <li>• Link to KS3 Humanities – The Black people of America – from slavery to freedom.</li> <li>• Link to Biology – biological responses (hormones).</li> <li>• Link to Biology – genetics and reproduction.</li> </ul>
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		<p>care of mental health.</p> <ul style="list-style-type: none"> <li>To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</li> <li>To recognise that people make spending decisions based on priorities, needs and wants,</li> </ul>	
Spring Term 1	<ul style="list-style-type: none"> <li>Celebrating difference</li> <li>LQBTQAI explored</li> <li>Dangerous society online and offline</li> </ul>	<p>KS1.</p> <ul style="list-style-type: none"> <li>To recognise that not everyone feels the same at the same time, or feels the same about the same things.</li> <li>Different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</li> <li>That sometimes people may behave differently online, including by pretending to be someone they are not.</li> </ul> <p>KS2.</p> <ul style="list-style-type: none"> <li>About the benefits of the internet; the importance of balancing time online with</li> </ul>	<ul style="list-style-type: none"> <li>Links to KS4 English - 'Of Mice and Men' - Black America and discrimination and civil rights.</li> </ul>

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		<p>other activities; strategies for managing time online.</p> <ul style="list-style-type: none"> <li>• To recognise their individuality and personal qualities.</li> <li>• Impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> <li>• Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.</li> </ul>	
Spring Term 2	<ul style="list-style-type: none"> <li>• Politics, parliament and me</li> <li>• Law, crime and society</li> <li>• Criminal justice/ Wider participation</li> </ul>	<p>KS1.</p> <ul style="list-style-type: none"> <li>• How to get help in an emergency (how to dial 999 and what to say).</li> <li>• About what rules are, why they are needed, and why different rules are needed for different situations.</li> </ul> <p>KS2.</p> <ul style="list-style-type: none"> <li>• Reasons for rules and laws; consequences of not adhering to rules and laws.</li> <li>• About the relationship between rights and responsibilities.</li> <li>• To recognise there are human rights, that are there to protect</li> </ul>	<ul style="list-style-type: none"> <li>• Links to KS3 Humanities - The Rise of Nazi Germany and The Holocaust (Democracy vs Dictatorship.)</li> <li>• Link to English - Jack The Ripper and the rise of the Metropolitan Police Force in early Victorian England.</li> <li>• Link to KS3 Humanities – Crime and punishment – 1500 to modern day.</li> <li>• Link to KS3 Humanities – The Black people of America – from slavery to freedom.</li> <li>• Link to Travel and Tourism – UK travel destinations.</li> </ul>

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		everyone.	
Summer Term 1	<ul style="list-style-type: none"> <li>• Legal/illegal drugs</li> <li>• Sex, the law and consent</li> <li>• Contraception/STIs</li> </ul>	<p>KS1.</p> <ul style="list-style-type: none"> <li>• Simple hygiene routines that can stop germs from spreading.</li> <li>• To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> <li>• About rules and age restrictions that keep us safe.</li> <li>• About things that people can put into their body or on their skin; how these can affect how people feel.</li> </ul> <p>KS2.</p> <ul style="list-style-type: none"> <li>• That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</li> <li>• About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made).</li> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Link to Biology – Preventing and treating diseases.</li> <li>• Link to Biology – genetics and reproduction.</li> </ul>

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<p>Summer Term 2</p>	<ul style="list-style-type: none"> <li>• Staying safe</li> <li>• Identity, relationships and sex</li> <li>• Careers</li> </ul>	<p>KS1.</p> <ul style="list-style-type: none"> <li>• To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).</li> <li>• About the role of the internet in everyday life.</li> <li>• That people make different choices about how to save and spend money.</li> <li>• Different jobs that people they know or people who work in the community.</li> </ul> <p>KS2.</p> <ul style="list-style-type: none"> <li>• To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</li> <li>• Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.</li> <li>• Impact of bullying, including offline and online, and the consequences of hurtful behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Link to KS4 Options Health and Social Care – Careers within health and social care sector/terms and conditions of employment.</li> <li>• Link to Biology – biological responses (hormones).</li> <li>• Link to Biology – genetics and reproduction.</li> <li>• Link to Travel and Tourism – careers within the travel and tourism sector.</li> <li>• Link to work experience.</li> </ul>
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		<ul style="list-style-type: none"><li>• How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</li><li>• To recognise that people make spending decisions based on priorities, needs and wants.</li><li>• That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life.</li><li>• To recognise a variety of routes into careers (e.g. college, apprenticeship, university)</li></ul>	
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