

**KS3 Life skills - Curriculum overview**

Year 8	Rotation 1			Rotation 2		
	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3
6 lessons per fortnight/ 6 weeks per rotation = 18 lessons per rotation	<p align="center"><b>PSHE - Wellbeing</b></p> <p><b>What will be learnt?</b>            1. Intrinsic and extrinsic motivations            2. Self-authoring            3. Types of love and the behaviors associated with them            4. Communication and the value of others            5. Relationships with money and material objects</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To understand how different things influence them in both positive and negative ways. Opportunities to evaluate themselves.</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Reflection on their own lifestyle and what they do and don't want out of life</li> <li>• Evaluation skills comparing types of goals</li> <li>• Communication skills</li> <li>• Empathy</li> <li>• Reflection on own lifestyle and responsibility</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• End of unit AOL – written</li> <li>• Questioning and written work teacher assessed AFL</li> </ul>	<p align="center"><b>Wider world – Law</b></p> <p><b>What will be learnt?</b>            1. <b>The point of the law</b>            2. <b>What is law</b>            3. <b>Criminal and civil law</b>            4. <b>Enforcing the law</b>            5. <b>Types of punishment</b></p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To understand how the law works and how it influences the way that we live</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Analytical skills – thinking about how the law has effected different groups</li> <li>• Empathy a understanding of protected groups</li> <li>• Reflection on their role in society and the impact they can have</li> <li>• Discussion skills – action and evaluation of different laws</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• End of unit AOL</li> <li>• In class written work and questioning for AFL</li> </ul>	<p align="center"><b>Metacognition – British values</b></p> <p><b>What will be learnt?</b>            1. Different views on britishness            2. British values            3. Migration and asylum            4 Religion and variation            5. Customs in the UK</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To be able to understand key parts of being British and apply these to different parts of contemporary Britain</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Reflection on their own family history and their own values</li> <li>• <b>Speaking and listening skills in presentations</b></li> <li>• <b>Researching skills</b></li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• End of unit AOL – both written and presentation</li> <li>• In class written work and questioning for AFL</li> <li>• Peer/self-assessment</li> </ul>	<p align="center"><b>PSHE – Influences</b></p> <p><b>What will be learnt?</b>            1. Tribes            2. Gangs – county lines            3. Gangs – knife crime            4. Depression            5. Diet and exercise and its links to mental health            6 Social media</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To understand some of the main influences both internal and external that may affect students' lives. Opportunities to evaluate their own influences</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Reflection on their own influences and consolidation of what they do and don't expect from life</li> <li>• Reflection on others' lives</li> <li>• Reading extended writing</li> <li>• Empathy for others, emotional intelligence</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• In class teacher assessment, written work, questioning etc</li> <li>• Self-assessment</li> </ul>	<p align="center"><b>Wider world – Law and you</b></p> <p><b>What will be learnt?</b>            1. What sentence            2. Young people and the law            3. Equality act and law in the UK            4. Law and responsibility            5. Breaking the law</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To understand their role in the maintenance of law</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Debate skills on the sentence</li> <li>• Reflect on the value of a justice system and their place in it</li> <li>• Reflection on how others face different hurdles</li> <li>• Reflection on their role in society and the impact they can have</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• End of unit AOL</li> <li>• In class written work and questioning etc for AFL</li> </ul>	<p align="center"><b>Metacognition – Mental health</b></p> <p><b>What will be learnt?</b>            1. Stress            2. Anxiety            3. Eating disorders            4. Self – esteem            5. Mental health prevalence and types</p> <p><b>Why will it be learnt?</b>  <b>Main outcome:</b>            To understand how their own mind responses to thoughts, feelings and events and consider mental health</p> <p><b>Skills developed:</b></p> <ul style="list-style-type: none"> <li>• Tools to avoid mental health issues</li> <li>• Reflection on how they react to life</li> <li>• Knowledge of mental health issues</li> <li>• Consideration and empathy of others mental health</li> </ul> <p><b>How will learning be assessed?</b></p> <ul style="list-style-type: none"> <li>• End of unit AFL</li> <li>• In class written work and questioning etc for AFL</li> </ul>