

Lesson Source Key Stage 3 SMSC Overview

Lesson	TOPIC	LESSON	OBJECTIVES	OFSTED & DFE GUIDANCE
1	Who am I?	All About me	To understand yourself To think about your own interests To develop self-awareness	<p>*Enable students to develop their self-knowledge, self-esteem and self-confidence</p> <p>*Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures</p> <p>*Encourage respect for other people</p> <p>*Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</p> <p>*Understanding of the consequences of their behaviour and actions</p> <p>*Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.</p> <p>*Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others</p> <p>*Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain</p> <p>*Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities</p>
2	Who am I?	My history	To recognise changes in yourself To understand that change is positive To consider future changes	
3	Who am I?	My family tree	To find out about your family heritage To explore the heritage of others To discover interesting facts	
4	Who am I?	Community	Understand what a community is and which communities you belong to Understand ways to contribute to communities	
5	Who am I?	Community	To generate a range of ideas to support your community Plan a campaign that will improve your community	
6	Who am I?	Who am I? review	To consolidate our learning from the module “ Who am I”	
7	Make yourself great	Risk and reward	To select relevant information To present a reasoned argument To discuss with and listen to others	<p>*Enable students to develop their self-knowledge, self-esteem and self-confidence</p> <p>*Enable students to distinguish right from wrong and to respect the civil and criminal law of England</p> <p>*Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely</p> <p>*Encourage respect for other people</p> <p>*Understand of the importance of identifying and combatting discrimination</p> <p>*A student's ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values</p> <p>*Willingness to reflect on their experiences.</p> <p>*Understanding of the consequences of their behaviour and actions</p>
8	Make yourself great	Values	To understand values To think about why values are important To discover personal values	
9	Make yourself great	Helping Others	To understand emotions To recognise situations where your help can make a big impact To become better members of the community	
10	Make yourself great	What is Bullying	To recognise behaviours of bullying and friendship fall outs To understand the emotions involved To create strategies to prevent bullying and friendship fall outs	
11	Make yourself great	Bullying	To recognise behaviours of bullying and friendship fall outs To understand the emotions involved To create strategies to prevent bullying and friendship fall outs	

12	Make yourself great	Make yourself great review	To consolidate our learning from the module “ your future”	*Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. *
13	Yourself and others	Diversity	Explore the diverse history of British and world culture To understand the impact of our diverse history on our diverse culture	*Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
14	Yourself and others	Diversity	To understand the beliefs of others To recognise your own beliefs To show respect and tolerance to those with different beliefs	*Encourage respect for other people *Develop an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
15	Yourself and others	*Celebrating differences	To understand we are all different To recognise diversity should be celebrated To develop ways to overcome differences	*Accept that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour *Understand of the importance of identifying and combatting
16	Yourself and others	Relationships	Explore attitudes, values and behaviours for developing meaningful interpersonal relationships	discrimination *A sense of enjoyment and fascination in learning about themselves, others and the world around them
17	Yourself and others	Relationships	Explore attitudes, values and behaviours for developing meaningful interpersonal relationships	*A student's ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
18	Yourself and others	Puberty	To understand what puberty is To recognise changes in ourselves and others To be comfortable talking about puberty	*Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
19	Yourself and others	Yourself and others review	To consolidate our learning from the module “ Yourself and others”	*Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities
20	Your future	Confidence boost	To know a range of techniques to become more confident To present with confidence in front of a group	
21	Your future	Building great habits	To understand and practice great habits Be responsible for our own learning Be organised Identify support mechanisms	*Enable students to develop their self-knowledge, self-esteem and self-confidence *Encourage respect for other people *A sense of enjoyment and fascination in learning about themselves, others and the world around them
22	Your future	Choosing your path	To think about your future To start planning how to achieve your goals To become excited about your future	*Understanding of the consequences of their behaviour and actions *Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
23	Your future	Looking ahead	To know that there are education paths which you must choose To explore options and discuss possible ideas	
24	Your future	Financial stability	To understand the cost of basic living To explore ways of saving and budgeting	
25	Your future	Your future review	To consolidate our learning from the module “ your future”	
26	Health	Healthy food	To know the main food groups To understand what healthy eating means To understand nutrition labels	*Enable students to develop their self-knowledge, self-esteem and self-confidence *Encourage students to accept responsibility for their behaviour, show

27	Health	Healthy hygiene	To have a healthy hygiene routine To understand what poor hygiene can lead to	initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely *Willingness to reflect on their experiences.
28	Health	Healthy mind	To have a healthy mind To recognise signs of stress To have strategies to deal with stress	
29	Health	Healthy exercise	To know the benefits of exercise To understand how much you should exercise	
30	Health	Healthy Body- smoking	To understand diseases caused by smoking To know a variety of reasons not to smoke	
31	Health	Healthy Body- smoking	To be able to define peer pressure To have strategies to deal with peer pressure	
32	Health	Heath review	To consolidate our learning from the module “ Health”	
33	The world around us	Democracy	To develop understanding of democracy To take part in a democratic process To further develop collaboration skills	*Enable students to distinguish right from wrong and to respect the civil and criminal law of England *Enable students to acquire a broad general knowledge of and respect for public institutions and services in England *Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England *Develop understanding of how citizens can influence decision-making through the democratic process *Develop an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety *Develop understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence *A students ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England *Understanding of the consequences of their behaviour and actions *Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. *Knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop
34	The world around us	Democracy	To develop understanding of democracy To take part in a democratic process To further develop collaboration skills	
35	The world around us	The law	To develop understanding of law To understand the process of passing a law To further develop understanding of others	
36	The world around us	Climate change	Understand climate change Understand why it is so serious Understand how to reduce impact on the climate	
37	The world around us	Poverty	Understand UK poverty and world poverty Understand how to help locally and nationally	
38	The world around us	The world around us review	To consolidate our learning from the module “ The world around us”	
39	Final review	Final review	To share progress To revisit areas of interest To identify areas for development and areas of success	

Each lesson is 50 minutes each. Please split a lesson into two parts.

SMSC – Form Time – KS3 - LTP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Who Am I		Make yourself Great		Yourself and Others	
Year 8	Your Future		Health		The World Around Us	
Year 9	Who Am I	Make yourself Great	Yourself and Others	Your Future	Health	The World Around Us