



# Bischopton Long Term KS4 Curriculum Overview

Subject:		SEAL		Teacher		Ally Tokat, Laura Banks, Natalie Laking, Christie Storey, Paul Waters	
Year 10	TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>WHAT ARE WE LEARNING ABOUT?</b>	Getting on and Falling Out	New beginnings Anti – Bullying unit to tie in with anti-bullying week	Changes	Relationships	Good to be Me	Going for Goals
	<b>THEME</b>	Power and Conflict	Community – what is my story?	Our Fantastic World - how has my world changed over time?	Health, Relationships and Wellbeing – how do we live today?	Attitudes and Belief – what do we know about different culture and time periods?	Exploration – how can we explore the world around us?
	<b>CASTLE</b>	Tolerance	Love	Creativity	Enjoyment	Self-belief	Aspirations
	<b>ASSESSMENT OBJECTIVES</b>	Progression lines: Relationships strand: sex and relationships; diversity and responsibility Health and Wellbeing strand: emotional wellbeing	Progression lines: Relationships strand: sex and relationships; diversity and responsibility Health and Wellbeing strand: emotional wellbeing Living in the Wider World strand: careers and work	Progression lines: Relationships strand: sex and relationships; diversity and responsibility Health and Wellbeing strand: emotional wellbeing Living in the Wider World strand: careers and work	Progression lines: Relationships strand: sex and relationships; diversity and responsibility Health and Wellbeing strand: emotional wellbeing	Progression lines: Relationships strand: sex and relationships; diversity and responsibility Health and Wellbeing strand: emotional wellbeing Living in the Wider World strand: careers and work	Progression lines: Relationships strand: sex and relationships; diversity and responsibility Health and Wellbeing strand: emotional wellbeing Living in the Wider World strand: careers and work; personal finance
	<b>PATHWAY/POST 16</b>	Life skills Relationships with others Links to courses such as Psychology and Sociology	Life skills Relationships with others Links to courses such as Psychology and Sociology	Life skills Relationships with others Links to courses such as Psychology and Sociology	Life skills Relationships with others Links to courses such as Psychology and Sociology	Life skills Relationships with others Links to courses such as Psychology and Sociology	Life skills Relationships with others Links to courses such as Psychology and Sociology

## The core aims of the Key Stage 4 SEAL Curriculum are to encourage learners to:

- Develop their emotional intelligence.
- Develop their understanding of themselves and others.
- Build an awareness of how their emotions can impact on their behaviour.

In addition, the SEAL curriculum will enable learners to:

- Listen to and understand spoken language, and use spoken Standard English effectively and accurately.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language.

- Use grammar correctly and punctuate and spell accurately.
- Read a range of texts and develop their understanding of the world.
- Have opportunities to write, in a range of styles and genres, effectively.

**All schemes of learning are tailored the National Curriculum requirements for PSHE**

Please see the PSHE guidelines and our whole school policy.

**Promoting Reading:**

Throughout the SEAL curriculum, there will be a number of opportunities to read novels and extracts from texts; newspaper extracts and also to watch visual texts. These opportunities will allow children to further their understanding of the topics being studied and see real examples of them. It will also enable children to develop their critical thinking and confidence in accessing a range of texts.

Examples of texts used in the KS4 SEAL curriculum are:

The Hate You Give (THUG) by Angie Thomas

Butter by Erin Lange

Blame by Simon Mayo

Boys Don't Cry by Malorie Blackman

**Assessment:**

- Formative assessment will take place continuously with either written or verbal feedback.