

Personal, Social & Health Education

KS3 Course Overview

Years 7-9, 2010-2011

Introduction

This course, named as “CHOICES” representing an educational focus on Community, Health, Options, International-mindedness, Culture, Ethics and Self. It is designed to help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities, students recognise and manage risks, take increasing responsibility for themselves, their choices and behaviour, and make contributions to their families, schools and communities.

General Vision

In keeping with the [ICHK vision statement](#), it is hoped that through the application of this curriculum students will:

- Be challenged to think at a **higher** but **appropriate** level;
- Work **collaboratively** in a spirit of **sharing** and **inclusion**;
- Solve problems with **creativity**, **innovation** and **critical analysis**;
- Be encouraged act with **respect** and **integrity** whilst considering issues from personal, local and global perspectives;
- Be asked to take **responsibility** for their own learning.

PSHE Vision

The world is full of complex and sometimes conflicting values. CHOICES is designed to help students explore this complexity and reflect on and clarify their own values and attitudes. Students identify and articulate feelings and emotions, learn to manage new or difficult situations positively, and form and maintain effective relationships with a wide range of people. CHOICES makes a major contribution to the promotion of students personal development in ICHK.

Students are expected to develop:

- 1). Critical and creative thinking strategies
- 2). Understanding of the process of inquiry-based learning
- 3). Interpersonal skills and the ability to work effectively in groups
- 4). Understanding of how their brain works and how they learn best
- 5). Empathy and emotional intelligence
- 6). Self-esteem
- 7). Knowledge of a range of personal, social and global issues.

Structure

This course consists of 4 thematic units.

- 1). The Brain
- 2). Family and School Community
- 3). Personal Decision Making
- 4). Inclusion

Each thematic unit consists of a number of modules:

The Brain: Brain Anatomy, Brain-based Learning, Environmental Factors in Learning, Learning & Thinking Strategies, The 21st Century Learner, Brain Disease & Injury.

Family and School Community: Family Unit, ICHK - a Community School, Families in History.

Personal Decision Making: Looking after the Body, Body Image, Relationships & Sexuality.

Inclusion: Inclusive Education and Social Inclusion

Assessments

Each unit will be assessed using the Enquiry and Personal Wellbeing Assessment Rubric (see appendix). This will be used in conjunction with the ICHK assessment scale. Formative assessment will take place throughout each unit and will take three main forms, namely Reflection, Group Work Presentation, and Self-Assessment according to various rubrics or checklists. Summative assessment will be based upon the students' overall participation in class, planning and performance in group work, and reflection on self-development.

Differentiation

Throughout this course in Years 7-9, students will be supported to ensure the curriculum is accessible to all students, while providing appropriate challenge. Some of the ways in which this will be achieved are:

Learning Activities:

Each lesson consists of activities and strategies that cater for different learning styles, including visual, auditory and kinesthetic. As long as the outcomes are achieved, students can choose from a variety of learning activities. For example, in the module of Family and School Communities, students can choose a project from a number of options that is most suited to their level of functioning, interest, and learning style.

Individual Support:

Students' SEN and EAL needs are taken into consideration in lesson planning. Students have the opportunities to demonstrate a mastery of concepts through various methods and products, as long as they are working at or above the expected level. Capable students are challenged to produce work that requires more advanced thinking.

Outcomes:

It is envisaged that students will work within or above the level expected as per the ICHK assessment scale, unless stated in their IEP. All activities set will enable students to work within or beyond the level expected for their year group. Each activity will be individually assessed for its suitability for the students within the class and adjusted accordingly.

Main Resource Requirements

Please refer to the Teacher Resources folder <Teacher/Departments/CHOICES/Teacher Resources>.

Links to Relevant Syllabus and Curriculum Documents

Please refer to the [National Curriculum overview on PSHE](#).

ICHK Teaching & Learning & ICHK Student Documents

Please refer to the following documents for related information:

- [ICHK Curriculum document for Years 7-9](#)
- ICHK Teacher document
- [ICHK Assessment Scale](#)
- [PSHE Enquiry & Personal Wellbeing Assessment Rubric for Y7-9](#)
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Calendar

Week	Term 1	Term 2	Term 3
1	Module 1: The Brain: The 6 Thinking Hats (week 1 - 3), The Brain Anatomy (week 4 - 5), Brain-based Learning (week 6 - 7)	Complete School Community projects (Week 1 - 2) Module 3: Body & Body Image Introduction (Week 3), Looking After the Body (Week 4,5)	Inclusion: Inclusive Education and Social Inclusion (Guest Speaker for Yr 7, 8 & 9)
2			
3		CNY Holiday	Year 7, 8 & 9: Social Inclusion movie (during Assessment Weeks)
4			
5			
6		Yr 7 - Puberty Talk (Week 7, 8) Yr 8 - Looking After the Body	Social Inclusion Experiential Learning - Partnership
7			
8	Mid Term Break	All Students: End of Year Reflection	
9	Learning & Thinking Strategies		
10	CAS Week		
11	Reflection on CAS (Week 11), Module 2: The Community Family Stories (Week 12,13) End of Term Reflection (Week 14) School Community - projects (Week 15 - 16)	Personal Decision Making Diagram (Week 9, 10) Body Image - Concept of Beauty & Relationships (Week 11 - 13)	Summer Break
12		End of Term Reflection (Week 14)	
13		Relationships (Week 15)	
14		Easter Holidays	
15			
16	Christmas Holidays		
17			
18			

Reflections/Points to Note from 2010/11

There need to be a separate induction programme for Yr 7 in Term 1, focusing on more school-related matters, e.g. HW policy, organisation, ICT user guideline, etc.

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