

# Links to the National Curriculum

If you work through the suggested discussion themes and class activities provided for use after each section of the *Heat of the moment* film, it will help you to meet the following teaching requirements for the National Curriculum Key Stage 3 Programmes of Study for Citizenship and English, and the non-statutory guidelines for PSHE.

## Programme of Study for Citizenship at Key Stage 3

Teaching should ensure that knowledge and understanding about becoming informed citizens are acquired and applied when developing skills of enquiry and communication, and participation and responsible action.

### ***Knowledge and understanding about becoming informed citizens***

1 Pupils should be taught about:

- a. the legal and human rights and responsibilities underpinning society, basic aspects of the criminal justice system, and how both relate to young people.

### ***Developing skills of enquiry and communication***

2 Pupils should be taught to:

- a. think about topical political, spiritual, moral, social and cultural issues, problems and events by analysing information and its sources, including ICT-based sources;
- c. contribute to group and exploratory class discussions, and take part in debates.

### ***Developing skills of participation and responsible action***

3 Pupils should be taught to:

- a. use their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own;
- b. negotiate, decide and take part responsibly in both school and community-based activities.

The following are non-statutory guidelines

## PSHE Key Stage 3

### **Knowledge, skills and understanding**

#### ***Developing confidence and responsibility and making the most of their abilities***

1 Pupils should be taught:

- a. to reflect on and assess their strengths in relation to personality, work and leisure;
- c. to recognise how others see them, and be able to give and receive constructive feedback and praise.

#### ***Developing a healthy, safer lifestyle***

2 Pupils should be taught:

- d. basic facts and laws, including school rules, about alcohol and tobacco, illegal substances and the risks of misusing prescribed drugs;
- f. to recognise and manage risk and make safer choices about healthy lifestyles, different environments and travel;



- g. to recognise when pressure from others threatens their personal safety and well-being, and to develop effective ways of resisting pressures, including knowing when and where to get help.

***Developing good relationships and respecting the differences between people***

3 Pupils should be taught:

- a. about the effects of all types of stereotyping, prejudice, bullying, racism and discrimination and how to challenge them assertively;
- b. how to empathise with people different from themselves;
- i. to negotiate within relationships, recognising that actions have consequences, and when and how to make compromises;
- j. to resist pressure to do wrong, to recognise when others need help and how to support them;
- k. to communicate confidently with their peers and adults.

***Breadth of opportunities***

4 During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:

- a. take responsibility [for example, for carrying out tasks and meeting deadlines such as taking assembly, running the school newspaper];
- b. feel positive about themselves [for example, by taking part in a public performance];
- g. consider social and moral dilemmas [for example, how the choices they make as consumers affect other people's economies and environments].

## **Programme of Study for English at Key Stage 3**

### **En1 Speaking and listening**

***Knowledge, skills and understanding***

***Listening***

2 To listen, understand and respond critically to others, pupils should be taught to:

- a. concentrate on and recall the main features of a talk, reading, radio or television programme;

- b. identify the major elements of what is being said both explicitly and implicitly;
- c. distinguish features of presentation where a speaker aims to explain, persuade, amuse or argue a case;
- d. distinguish tone, undertone, implications and other signs of a speaker's intentions.

***Group discussion and interaction***

3 To participate effectively as members of different groups, pupils should be taught to:

- a. make different types of contributions to groups, adapting their speech to their listeners and the activity;
- b. take different views into account and modify their own views in the light of what others say.

***Drama***

4 To participate in a range of drama activities and to evaluate their own and others' contributions, pupils should be taught to:

- a. use a variety of dramatic techniques to explore ideas, issues, texts and meanings;



- b. use different ways to convey action, character, atmosphere and tension when they are scripting and performing in plays [for example, through dialogue, movement, pace];
- d. evaluate critically performances of dramas that they have watched or in which they have taken part.

## Breadth of study

### *Speaking*

8 The range of purposes should include:

- a. describing, narrating, explaining, arguing, persuading, entertaining and pupils should be given opportunities to make:
- b. extended contributions to talk in different contexts and groups.

### *Listening*

9 The range should include listening to and watching:

- b. recordings [for example, radio, television, film];
- c. discussions in which pupils respond straight away.

### *Group discussion and interaction*

10 The range of purposes should include:

- a. exploring, hypothesising, debating, analysing.

### *Drama activities*

11 The range should include:

- a. improvisation and working in role.