

PERSONAL DEVELOPMENT: Year 7 Curriculum Intent

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	RSHE 1: Healthy Lifestyle	LITWW 1: Managing Online & Money Matters	CA 1: Self-Awareness and Skill Attributes	RSHE 2: All About People	LITWW 2: British Values & Modern Britain	CA 2: Introduction to Higher Education
Knowledge & Understanding <i>(National Curriculum)</i>	<ul style="list-style-type: none"> manage physical and emotional changes during puberty manage personal hygiene identify, express and manage their emotions in a constructive way make healthy lifestyle choices including diet, dental health, physical activity and sleep make informed healthy eating choices balance work, leisure, exercise and sleep make independent health choices manage influences relating to caffeine, smoking and alcohol recognise qualities and behaviours relating to 	<ul style="list-style-type: none"> make safe financial choices to save, spend and budget communicate online secure personal information online use social networking sites safely recognise biased or misleading information online critically assess different media sources distinguish between content which is publicly and privately shared identify age restrictions when accessing different forms of media and how to make responsible decisions protect financial security online 	<ul style="list-style-type: none"> identify personal skills and qualities identify what influences students have on their lives identify personal strengths and areas for development be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity find out about a broad range of careers and the abilities and qualities required for different careers find out about the link between values and career choices understand the differences between employment, self-employment and voluntary work 	<ul style="list-style-type: none"> develop self-worth and self-efficacy manage influences on body image recognise identity, rights and responsibilities live in a diverse society challenge prejudice, stereotypes and discrimination recognise the signs and effects of all types of bullying, including online respond to bullying of any kind, including online support others, including those in the wider community, such as food banks, Samaritans (Stewardship) evaluate expectations for romantic relationships 	<ul style="list-style-type: none"> describe British Values and why it is important to live by these values demonstrate British Values in everyday life understand the different religions that are practised in Britain including the similarities and differences between these religions, including beliefs and authority in Christianity, Sikhism and Islam. recognise and challenge racism and religious discrimination recognise and respond to extremism and radicalisation 	<ul style="list-style-type: none"> broaden their horizons and identify future careers aspirations understand equality of opportunity understand post-18 options (to include Higher Level/Degree Level Apprenticeships, University degrees, vocational courses and employment) understand what higher education is and how to access higher education find out what opportunities are available for higher education, not just university.

	<p>different types of positive relationships</p> <ul style="list-style-type: none"> • recognise unhealthy relationships • establish and manage friendships 	<ul style="list-style-type: none"> • effectively budget and evaluate savings options 	<ul style="list-style-type: none"> • set aspirational goals for future careers and challenge expectations that limit choices 	<ul style="list-style-type: none"> • recognise and respond to inappropriate and unwanted contact • understand different types of families and changing family structures 		
Assessment	Confidence checker on topics covered this half term (self-assessment)	Extended writing piece on advice for financial issues (teacher assessed)	Verbal discussion (teacher assessment) Goal setting (peer assessment)	Confidence checker (self-assessment)	Class presentation & democratic votes from peers	Teacher assessment based on engagement & involvement
Why this? Why now?	This links from the compulsory Health Education in primary schools and explores starting secondary school and the change as students are growing up. The topic will also support students to prepare for and feel more comfortable discussing puberty and personal hygiene habits that accompany this. It will provide advice on forming new friendships in their new school setting and recognise how to make more independent choices in secondary school.	As students move from primary school, they are learning to become more independent in making decisions therefore it is important that they know how to manage their money and their lifestyles. As they become more active online, students need to think carefully about their online presence and the impact on their future pathways.	Some students will have taken part in careers education in primary school, and as part of transitions, it is important that students think about their starting points in Year 7 in order to set future goals and plans. There will also be an introduction to the key employability skills which will be woven throughout the next 5 years.	This builds on RSHE 1 in the first half term and students will start to think about their school and local community and how to become more involved in school life (more relevant at this stage than earlier in the year). As students are growing up and mixing with other students, they can start to look at themselves and other people around them.	This will build on the RE requirements within primary school as students will look different religions and what life is like in Modern Britain. This follows from the previous half term (RSHE 2) as students will build further on looking at a diverse society and how to challenge racism in society. British Values also builds on the work in RSHE 2 and CA 1 by exploring more the notion of living by your values.	As students have already started to think about their aspirational goals in CA 1, students now have the opportunity at an early stage to think carefully about higher education and to gain their first experiences of their future pathways and where school can take them. This links in with the work in CA 1 where students have been setting goals but also thinking about their skills and qualities.
Skills & Characteristics	Staying Positive – adapting to future situations and	Staying Positive – develop skills to stay positive in preparation	All 8 key Skills Builder employability and transferable skills.	Problem Solving; Staying Positive – learning to make	Leadership – how to work together in a diverse society. This	Staying Positive - this concept allows students to really look

	developing skills to aim high and stay positive; Speaking – debating and discussing with each other (asking appropriate questions); Problem Solving – making informed choices; Leadership – recognising qualities in behaviours.	for life. Speaking – debating and discussing with each other; Problem Solving – how to effectively manage a budget; Leadership – using networking safely.	Leadership – students will work together to reflect on their qualities and skills. Staying Positive – identifying areas of strengths and weakness; Speaking – learning about Enterprise skills; Problem Solving – future pathways.	correct choices; Speaking – challenging others in their opinions and views; Leadership – making own decisions and informed choices.	also links to Staying Positive – by recognising when something is wrong and doing something about it. Speaking – challenge racism – giving own points of view and justifying opinions; Problem Solving – responding.	beyond school and think about raising their aspirations. Speaking – students can ask questions about the different higher education providers; Leadership – identifying their own future pathways; Problem Solving – how to manage independently.
Aspirations & Careers	Extracurricular activities, including Peer2Peer mentoring, Young Health Champions, Mental Health Team. Opportunity to take part in external trips and to learn how to make choices which will impact their future plans. CDI: Manage Career- managing the transition into secondary school and preparing for choosing their GCSEs. Create Opportunities- developing friendships and relationships with others. Balance Life and Work- being aware of different life stages and life roles.	Cultural capital: understanding the wider world and learn about what is happening outside of school. Students will be encouraged to do some wider reading around the subject and they will want to do their own personal research. CDI: 13	Raising Aspirations is an important feature of this concept, particularly with the introduction of the 8 key employability and transferable skills. Students will be preparing for employability looking at the skills and experience they need. CDI: 1, 2, 3, 11	Cultural capital: supporting those in the world around them and recognising differences, including prejudice. Valuing equality, diversity and inclusion. CDI: 8	Cultural capital: understanding different world religions and looking beyond their own local area. Valuing equality, diversity and inclusion. Opportunities can be provided here for talks from Faith leaders. Students have opportunity to become involved in Student Council elections showing democracy. CDI: 8	Raising Aspirations: opportunities to take part in activities with local universities and to explore universities using virtual methods. Students will also get chance to meet with representatives from universities. CDI: 1, 14
End Points	Basic <i>(End points for LOWER ability pupils)</i>		Clear <i>(End points for MIDDLE ability pupils)</i>		Detailed <i>(End points for HIGHER ability pupils)</i>	

	<p>To know that puberty effects everyone and has social, emotional and physical impacts on young people. To know how to look after ones personal hygiene during puberty.</p> <p>Know the impact that the different food groups have on a person and understand how each element contributes to a healthy diet.</p> <p>Understand the reasons why people drink alcohol (eg to socialise, to escape) and describe the impacts that it has on the body.</p> <p>Describe the qualities of a good friend and be able to highlight the signs of a toxic friendship.</p> <p>To understand the importance of saving money and the different methods of storing it.</p> <p>To describe the relationship between mental health and social media usage.</p> <p>To explain what age restrictions are and why they are needed.</p> <p>To understand some of the links between subject choices and job opportunities by being able to categories jobs into groups.</p> <p>To examine why personal skills and qualities are important for the future.</p> <p>Understand what the terms 'self-worth' and 'self-efficacy' means.</p> <p>Recognise what the term self-esteem means and what can impact self-esteem.</p>	<p>To know that puberty effects everyone and explain some of the effects from puberty and be able to understand these in terms of the following categories: social, emotional and physical. To explain how to look after ones personal hygiene during puberty and explain body odour.</p> <p>Explain the impact that the different food groups have on a person and understand how each element contributes to a healthy diet. To explain how much sugar is in unhealthy food and what the impacts of sugar are for the body.</p> <p>Understand the reasons why people drink alcohol (eg to socialise, to escape) and explain the impacts that it has on the body both short term and long term impacts.</p> <p>Describe the qualities of a good friend and be able to highlight the signs of a toxic friendship. Be able to offer advice for scenarios where someone is a part of an unhealthy friendship.</p> <p>To explain importance of saving money and give examples of different methods of storing it.</p> <p>To explain the relationship between mental health and social media usage. To explain what unhealthy behaviours look like online and how to best manage this.</p> <p>To explain the dangers of not following age restrictions are and explain why they are necessary.</p> <p>To explain the links between subject choices and job opportunities and to understand the various routes that can be taken to various careers.</p>	<p>To know that puberty effects everyone and explain some of the effects from puberty and be able to understand these in terms of the following categories: social, emotional and physical. To explain how to look after ones personal hygiene during puberty and explain body odour.</p> <p>Evaluate the impact that the different food groups have on a person and understand how each element contributes to a healthy diet. To explain how much sugar is in unhealthy food and what the impacts of sugar are for the body. To create a balanced diet meal plan recognising proportions of food that are healthy.</p> <p>Explain the reasons why people drink alcohol (eg to socialise, to escape) and evaluate whether those reasons are healthy choices. To explain the impacts that it has on the body both short term and long term impacts.</p> <p>Describe the qualities of a good friend and be able to highlight and explain the signs of a toxic friendship. Be able to offer advice for scenarios where someone is a part of an unhealthy friendship.</p> <p>To explain importance of saving money and give evaluate different methods of storing it. Students will recognise what healthy and unhealthy money habits are.</p> <p>To explain the relationship between mental health and social media usage using examples. To explain what unhealthy behaviours look like online and how to best manage this.</p>
--	---	---	--

	<p>Understand the aspects of a healthy and unhealthy relationship and what the term consent means.</p> <p>Explain the term bullying and why it is wrong to treat people differently because of their identity. Recognise the signs and effects of all types of bullying, including online and are able to respond to bullying of any kind.</p> <p>Understand the major religions that exist in the UK.</p> <p>Be able to describe what the terms extremism and radicalisation mean.</p> <p>To understand what British values are and how these shape our identity (religion, gender, school, cultural, friends and family).</p> <p>Understand the concept of democracy, when linked to British Values, and understand what it means to live in a democratic society.</p> <p>Understand the different types of qualifications that are available to students at key decision-making points in their future pathways (post-16 and post-18).</p> <p>Understand about the concept of going to university, including the different types of university that are available, where these universities are located and what you can study there.</p> <p>To describe a day in the life of a university student and be able to explain the benefits of going to university.</p>	<p>To examine and reflect upon why personal skills and qualities are important and how to work on skills to prepare for the future.</p> <p>Explain the terms 'self-worth' and 'self-efficacy' and why it is important to reflect on these in developing lifeskills.</p> <p>Explain the term self-esteem and what can impact self-esteem.</p> <p>Explain the difference between a healthy and unhealthy relationship and how some relationships may have different levels of physical contact. Explain what the term consent means.</p> <p>Explain the impacts of bullying and why it is wrong to treat people differently because of their identity, including challenging prejudice, stereotypes and discrimination. Know what to do in order to support others from bullying.</p> <p>To understand what the major religions are that exist in the UK and some of the similarities and differences between these religions.</p> <p>To describe and explain the terms extremism and radicalisation and recognise some of the techniques that might be used to recruit members into extremist groups and why it is important to know about this techniques and signs.</p> <p>To understand and explain what British values are and how these shape our identity (religion, gender, school, cultural, friends and family). To explain why some people value some British values over others.</p>	<p>To evaluate the various risks of online content in the context of age restrictions are and explain why they are necessary.</p> <p>To explain and evaluate the links between subject choices, personal skills and job opportunities. To explore the various routes that can be taken to achieve career goals.</p> <p>To examine and reflect upon why personal skills and qualities are important and how these might change at different transition stages.</p> <p>To reflect upon personal skills and qualities students already possess and how these could be developed to benefit future careers.</p> <p>Explain the term self-esteem, understanding differences between low and high self-esteem, and explain what can impact self-esteem using examples.</p> <p>Explain the difference between a healthy and unhealthy relationship by using examples of boundaries. Explain how and why some relationships may have different levels of physical contact. Explain what the term consent means. Evaluate expectations for romantic relationships.</p> <p>Explain the impacts of bullying and why it is wrong to treat people differently because of their identity. Students will be able to apply key terms such as prejudice and discrimination using examples.</p> <p>To understand what the major religions are that exist in the UK and explain some of the similarities and differences between these</p>
--	---	--	---

		<p>Explain what it means to be British and to live in a modern British society, including democracy.</p> <p>Explain the different types of qualifications available after leaving school and how each can be useful for complimenting career pathways.</p> <p>Understand the value and importance of gaining qualifications and how these qualifications will have an impact later in life.</p> <p>Explain the term 'resilience' and how successes are often linked to failures.</p> <p>To describe a day in the life of a university student and rank the benefits of going to university as well as understand some of the challenges a student might face.</p>	<p>religions. To explain why people hold communal belief.</p> <p>To describe and explain the terms extremism and radicalisation and evaluate some of the tactics that might be used to recruit members into extremist groups and understand who mostly likely will be targeted.</p> <p>To explain what British values are and how these shape our identity (religion, gender, school, cultural, friends and family). To explain why some people value some British values over others and evaluate which values have a greater impact to shape someone's identity.</p> <p>To explain what it means to live in a democratic society and how this is relevant to young people as they grow into young adults.</p> <p>Evaluate and reflect upon the type of qualifications available after leaving school and start to develop a personal career pathway and understand what qualifications best match that route.</p> <p>To describe a day in the life of a university student and rank the benefits of going to university as well as understand some of the challenges a student might face. To explain university culture and choosing the right university.</p>
--	--	---	---

