

PERSONAL DEVELOPMENT: Year 8 Curriculum Intent

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	RSHE 1: Growing Up	LITWW 1: Safety in the Virtual World & Personal Finance	CA 1: The World of Work & Employment	RSHE 2: Exploring Sexuality	LITWW 2: Understanding Modern Britain	CA 2: What is Enterprise?
Knowledge & Understanding <i>(National Curriculum)</i>	<ul style="list-style-type: none"> develop understanding of gender identity, transphobia and gender-based discrimination recognise and challenge homophobia and biphobia recognise passive, aggressive and assertive behaviour, and how to communicate assertively recognise and challenge racism and religious discrimination access support services manage challenges during adolescence safely challenge discrimination, including online 	<ul style="list-style-type: none"> maintain a positive personal presence online use positive and safe ways to create online content and the opportunities this offers balance time online manage risk-taking behaviour develop digital resilience manage their 'personal brand' online identify and access support for concerns relating to life online prevent and manage debt, including understanding credit rating and pay day lending identify how data is generated, collected and 	<ul style="list-style-type: none"> develop understanding of equality of opportunity in life and work challenge stereotypes and discrimination in relation to work and pay develop understanding of the importance of following LMI and how this has an impact on future career pathways find out about different jobs that existed but no longer exist and those jobs which have not been created yet 	<ul style="list-style-type: none"> assess the risks of alcohol, tobacco, nicotine and e-cigarettes, including religious attitudes to these issues. manage influences in relation to substance use recognise and promote positive social norms and attitudes manage influences on beliefs and decisions understand group-think and persuasion recognise consent, and how to seek and assertively communicate consent. recognise qualities of positive, healthy relationships 	<ul style="list-style-type: none"> develop understanding of conflict and its causes in different contexts, e.g. with family and friends develop understanding of conflict resolution strategies, including looking at whether war is ever right, use of nuclear weapons. manage relationship and family changes, including relationship breakdown, separation and divorce develop understanding of communities, inclusion, respect and belonging understand what are animal rights 	<ul style="list-style-type: none"> develop skills for enterprise and employability be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management and creativity. recognise ethical and unethical business practices and consumerism take part in a business and enterprise challenge recognise different types of social actions that exist, including voluntary work deepen their understanding of current environmental issues which will have an impact on future generations

	<ul style="list-style-type: none"> • manage conflicting views and misleading information • manage change, loss, grief and bereavement • develop understanding of the difference between medicinal and recreational drugs • develop understanding of the impact of over-consumption of energy drinks • develop understanding of the relationship between habit and dependence • use over the counter and prescription medications safely • assess the risks of alcohol, tobacco, nicotine and e-cigarettes, including religious attitudes to these issues. 	<p>shared, and the influence of targeted advertising</p> <ul style="list-style-type: none"> • develop understanding of the law and illegal financial activities, including fraud and cybercrime • manage risk in relation to financial activities 		<ul style="list-style-type: none"> • demonstrate positive behaviours in healthy relationships • develop understanding of the language of gender identity and sexual orientation • form new partnerships and developing relationships • identify basic forms of contraception, e.g. condom and pill • recognise FGM and how to access help and support 		
Assessment	Confidence checker on topics covered this half term (self-assessment)	Extended writing piece on advice for online safety (teacher assessed)	Career research task (peer assessment)	Confidence checker (self-assessment)	Teacher assessment based on engagement & involvement	Group presentation/stalls based on product created & democratic

						votes from peers of best 'business'
Why this? Why now?	As students move into their second year in secondary education, they have established friendships which may become more challenging, so they will be able to explore conflicts and the idea of growing up into adolescence. This concept also builds on the work in Year 7 of introducing of living in a diverse society looking at more serious aspects of racial discrimination. Students will be taking more notice of the world around them and so they can explore in more detail world events.	As students are becoming more active online, they will explore in more detail about how to maintain a good online presence, and as they become more socially independent, students can learn more about how to avoid illegal activities online. In Year 7 students looked at managing their money, and here they will now build on this as they explore the world of cybercrime and online fraud.	Following the introduction to the key employability skills, personal qualities and higher education in Year 7, students now have the opportunity to explore the world of work in more detail, including different types of jobs but also beginning to see the importance of understanding LMI. Students can then begin to develop their future pathways intentions more carefully reflecting upon the changing world around them.	As students move into adolescence, this concept allows them to explore in more detail relationships and to think carefully about the types of relationships they are forming. As students are becoming more aware of the world around them, it is important that students understand about the risks of alcohol and drug use, even at this early age, to ensure that they make the correct choices as they are growing up.	This concept builds on earlier work in Year 7 and 8 focusing particularly on understanding different types of conflict. Students are becoming more aware of the world around them, and therefore they need to understand correctly what is happening in the world so that they can begin to start forming their own, reasoned decisions and arguments.	Students have been learning about key employability skills over the last two years, and this concept allows students to put these skills into practice and learn about enterprise. They will encounter actual employers at this stage and therefore the use of the 8 key skills will become even more important.
Skills & Characteristics	Staying Positive and Learning from Mistakes – making the correct choices as growing up and recognise any mistakes; Speaking – challenging racial discrimination; Leadership – managing conflicting information; Problem Solving: how to access support.	Staying Positive: students will understand how to make the correct choices online and how to learn from errors made; Speaking: accessing support; Leadership – managing risk-taking behaviour; Problem Solving – knowing how to manage debt.	Leadership – learning how to work together with other members of society; Staying Positive – to think about future pathways and raise aspirations; Speaking – challenging stereotypes; Problem Solving – how LMI informs future decisions.	Staying Positive – think about the effect that others have upon themselves; Speaking – how to talk to other people when not comfortable in a particular situation; Leadership – consent and attitudes; Problem Solving – managing influences.	Speaking – students will have the opportunity to give their own reasoned points of view when dealing with difficult, sensitive topics; Leadership – understanding a sense of community; Problem Solving – understanding conflict resolution and how to	Leadership and Speaking – students will be working on a collaborative project with a business which will involve a presentation at the end. Students will also be developing their originality and problem solving skills. Staying Positive – learning how to manage set-backs.

					agree with others; Staying Positive – discussing family changes and effects.	
Aspirations & Careers	Extracurricular activities, including Peer2Peer mentoring, Young Health Champions, Mental Health Team. Assemblies will be linked to these themes, including school nurses. CDI: Manage career- learning from setbacks and challenges. Balance life and work- being aware of the ways that they can be involved in their family and community, recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces. See the big picture- being aware of a range of different media, information sources and viewpoints.	Assembly themes will include e-safety and linked to careers. CDI: 13	Raising Aspirations is an important feature of this concept, so that students recognise that there is no limit to what they can achieve. There will be opportunities for extra-curricular activities and assemblies linked to LMI and presentations from outside employers and training providers. CDI: 4, 7, 8, 11, 14, 15, 17	Assemblies will cover themes such as Healthy Living and Anti-Bullying. The concept also links to behaviours in the workplace, particularly linked to development of social skills. CDI: 1, 2, 3, 8, 11	This concept will really improve students' understanding of cultural capital – looking at the bigger picture, particularly in the local community and further. Students will be able to hear from outside speakers during assemblies, but also take part in many opportunities in school, such as fund-raising, tin appeal. CDI: 8	This concept will give students a greater understanding of the world of work and business. Students will have opportunity for employer encounters through the Enterprise and Business Challenge. There could also be the opportunity for workplace visits. CDI: 6, 12
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>	
	To know the difference between sexuality and gender. To know that discrimination and using homophobic language is wrong.		To explain the difference between sexuality and gender and be able to give examples of different types of gender and sexualities.		To explain the difference between sexuality and gender and be able to give examples of different types of gender and sexualities. To explain why gender and sexuality is fluid and may change within the course of someone's life time.	

	<p>To know that discrimination is wrong and that it means treating people differently for a characteristic.</p> <p>To understand that people experience loss and bereavement in different ways.</p> <p>To understand what female genital mutilation is and know that it is illegal.</p> <p>To define the terms digital footprints and online reputation.</p> <p>To describe how to stay safe online from grooming and know how to spot a fake profile and catfishers.</p> <p>To define the term credit rating and describe the what a pay day loan means.</p> <p>To understand how jobs are changing and the impacts from this for people in the UK.</p> <p>To describe what stereotyping is and why this still occurs today.</p> <p>Equal opportunities policies and acts that prevent discrimination from taking place in the work place.</p> <p>Understand the effects of alcohol and drug misuse, why people misuse substances and where to seek support.</p> <p>Understand the term peer pressure and why young people might experience pressure. Know simple ways to cope with peer pressure.</p>	<p>Explain what discrimination is and why homophobic language is wrong and offensive. To be able to recognise the links between homophobic language and abuse.</p> <p>Explain what discrimination is and how some people can experience it. To explain how discrimination can make people feel and know that they are protected by the Equality Act.</p> <p>To understand and explain the stages of loss and that people experience loss and bereavement in different ways.</p> <p>To explain why female genital mutilation happens, explain why it is illegal and the impacts of female genital mutilation.</p> <p>To define the terms digital footprints and online reputation and explain what methods a person can take to manage their digital footprint.</p> <p>To explain ways to stay safe online from grooming and know how to spot a fake profile and catfishers. To explain where to go for specialist advice or help.</p> <p>To define the term credit rating and explain the dangers of getting pay day loan.</p> <p>To understand how and why jobs are changing and the impacts from this for people in the UK.</p> <p>To understand what stereotyping is and explore how and why this still occurs today.</p> <p>The history of equal opportunities policies and acts that prevent discrimination from taking place in the work place.</p>	<p>Explain what discrimination is and why homophobic language is wrong and offensive. To be able to recognise the links between homophobic language and abuse. Explain how homophobic language can be challenged.</p> <p>Explain what discrimination is use examples stating how some people can experience it. To explain how discrimination can make people feel and know that they are protected by the Equality Act.</p> <p>To understand and explain the stages of loss and that people experience loss and bereavement in different ways. To understand some of the ways that we can help someone experiencing loss.</p> <p>To explain the various methods of female genital mutilation, understand and explain the law about FGM. To explain the various effects from FGM both short and long term.</p> <p>To define the terms digital footprints and online reputation and explain what methods a person can take to manage their digital footprint. To explain the consequences that a poor online reputation may have for a person in the future.</p> <p>To suggest advice in different situations to stay safe online from grooming and know how to spot a fake profile and catfishers. To explain where to go for specialist advice or help.</p> <p>To define the term credit rating and explain the importance of a credit score when borrowing money. To explain the dangers of getting pay day loan and who might be targeted.</p>
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