

PERSONAL DEVELOPMENT: Year 9 Curriculum Intent

	Autumn Term		Spring Term		Summer Term	
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Key Concepts	RSHE 1: Pressures Facing Young People Today	LITWW 1: Finance in the World of Work	CA 1: Developing My Future Pathway	RSHE 2: Staying Healthy	LITWW 2: Rights and Responsibilities	CA 2: Exploring Higher Education
Knowledge & Understanding (<i>National Curriculum</i>)	<ul style="list-style-type: none"> manage influences on beliefs and decisions recognise group-think and persuasion develop self-worth and confidence recognise 'group think' and how it affects behaviour recognise passive, aggressive and assertive behaviour, and how to communicate assertively recognise positive social norms in relation to drug and alcohol use develop understanding of legal and health risks in relation to drug and alcohol use, including addiction and dependence. identify positive and negative role models 	<ul style="list-style-type: none"> develop understanding of the different ways of earning money develop understanding of the basic tax system in the UK with regards to income tax and NI contributions develop understanding of what taxes and NI contributions are used for develop understanding about the difference between being employed and self-employed read a payslip develop understanding about the importance of pensions and planning 	<ul style="list-style-type: none"> recognise the importance of transferable skills, abilities and interests demonstrate strengths develop understanding of different types of employment and career pathways manage feelings relating to future employment work towards aspirations and set meaningful, realistic goals for the future develop understanding of GCSE and post-16 options, including apprenticeships, vocational courses, T-Levels, A-Levels (Sixth Form and College), training providers. develop understanding of skills for decision making 	<ul style="list-style-type: none"> respond in an emergency situation, including first aid develop understanding of the law in relation to consent develop understanding that legal and moral duty is with the seeker of consent effectively communicate about consent in relationships identify the risks of 'sexting' and how to manage requests or pressure to send an image recognise online grooming in different forms, e.g. in relation to sexual exploitation 	<ul style="list-style-type: none"> describe the British Government and how it functions. deepen understanding about the different roles within the British Government, including the Prime Minister appreciate the importance of democracy and why we live in a democratic country deepen understanding of the role of the UK Parliament and the key roles within Parliament. deepen understanding of how the judicial system within the UK functions, including reasons for punishment and types of punishment. 	<ul style="list-style-type: none"> understand what it means to be a university student in both the UK and abroad organise study skills and revision time appropriately develop understanding of how student finance works and how to avoid building up large debts develop understanding of what it means to live individually, including financial management, basic household tasks, travelling between different places (managing time and transport connections).

	<ul style="list-style-type: none"> • evaluate the influence of role models and become a positive role model for peers • develop understanding of the impact of drugs and alcohol on individuals, personal safety, families and wider communities • identify the impact of drugs and alcohol on decision making • keep self and others safe in situations that involve substance use • manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime • use exit strategies for pressurised or dangerous situations • seek help for substance use and addiction • manage influences relating to smoking and vaping • explore attitudes towards mental health 	<p>financially for the future</p> <ul style="list-style-type: none"> • develop understanding about where to find support in financial difficulties. 	<ul style="list-style-type: none"> • set and achieve SMART targets • maximise employability, including managing online presence and taking opportunities to broaden experience 	<ul style="list-style-type: none"> • respond and seek support in cases of online grooming • distinguish between healthy and unhealthy friendships • appreciate different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering • identify positive relationships in the home and ways to reduce homelessness amongst young people • recognise conflict and its causes in different contexts, e.g. with family and friends • use conflict resolution strategies • develop understanding of readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex 	<ul style="list-style-type: none"> • develop understanding of the current issues within law and order in the UK, to include knife crime, county lines and ASB. • manage risk in relation to gangs • develop understanding of the legal and physical risks of carrying a knife • recognise the media's impact on perceptions of gang culture 	<ul style="list-style-type: none"> • seek advice and support • register with and access doctors, sexual health clinics, opticians and other health services • deepen understanding of vaccinations and immunisations • deepen understanding about blood, organ and stem cell donation
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	<ul style="list-style-type: none">• challenge myths and stigma• manage emotions in a constructive way• reframe negative thinking• access support and treatment services• recognise the portrayal of mental health in the media <p>challenge stigma, stereotypes and misinformation</p>			<ul style="list-style-type: none">• identify myths and misconceptions relating to consent• develop understanding of the continuous right to withdraw consent and capacity to consent• develop understanding of the risks of STIs, the effective use of condoms and negotiating safer sex• develop understanding of the consequences of unprotected sex, including pregnancy• develop understanding of the portrayal of relationships in the media and pornography might affect expectations• assess and manage risks of sending, sharing or passing on sexual images• recognise and respond to		
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				<p>pressure, coercion and exploitation, including reporting and accessing appropriate support</p> <ul style="list-style-type: none"> • evaluate readiness for parenthood and positive parenting qualities. 		
Assessment	Confidence checker on topics covered this half term (self-assessment)	Extended writing piece on advice for finance & types of work (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?	As students are developing into young adults, they will be reflecting upon their established friendships and looking at developing new relationships. There will also be lots more influences on their personal decisions and therefore this concept will give the opportunity to explore those choices more carefully.	Many students will be thinking about future employment opportunities, including part-time or Saturday jobs, and therefore it is essential that students understand how the world of finance at work functions. Students will also be becoming more financially independent and therefore they need to be fully aware of how to manage their money.	Students will be making decisions for GCSE options at this stage in Year 9, therefore students need to be thinking about their future pathways and ensuring that they choose the correct options for their intended pathway. Students need to understand the different education pathways available to them at post-16 in order to make informed decisions on GCSE option choices.	In Year 7 students looked at developing a healthy lifestyle. Now they have established their lifestyle, they need to think about how to maintain, improve or change this lifestyle as they are growing up, and also recognise the pressure of outside influences upon their lifestyles. This also links into RSHE 1 earlier in the year, particularly looking at their own personal decisions as they become young adults.	As students become more socially active and independent, they need to be aware of their rights and responsibilities, particularly with regards to living a safe life and avoiding difficult situations. Students will also become more aware of the world around them and decisions that are being made which have an impact on their own lifestyles.	In Year 7, students had an introduction to higher education and then earlier this year they looked carefully at post-16 options. This all links together with this concept exploring in more detail higher education but also other aspects of growing up and what it means to live more independently.

<p>Skills & Characteristics</p>	<p>Staying Positive: learning from mistakes – making the correct choices, particularly when it comes to leading a healthy lifestyle; Speaking: how to communicate effectively; Leadership: group-think and persuasion; Problem Solving: how to develop exit strategies</p>	<p>Staying Positive: how to manage money and other financial matters – how to make the most from savings and earnings; Speaking: asking for support where necessary; Leadership: financial planning; Problem Solving: how to manage finances effectively.</p>	<p>Staying Positive: making the correct decisions for KS4 option choices and ensuring that students stay positive when making these decisions; Speaking – demonstrating strengths and giving opinions on different pathways; Leadership – making informed choices; Problem Solving: setting targets and how to achieve them.</p>	<p>Staying Positive: students will reflect on making the correct choices as they grow up and think about how to communicate these choices correctly (Speaking); Leadership and Problem Solving – conflict resolution strategies</p>	<p>Leadership skills: students will learn about democracy and how the Government works. They will also be thinking about how to correct their mistakes so learning from where they go wrong and how to put this right (Staying Positive); Speaking – being able to debate key arguments; Problem Solving – reasoning for different punishments given.</p>	<p>Staying Positive: students will learn more about higher education, focusing this time on how to manage successfully in higher education; Leadership and Problem Solving – how to manage independently; Speaking – seeking advice and support.</p>
<p>Aspirations & Careers</p>	<p>Extracurricular activities, including Peer2Peer mentoring, Young Health Champions, Mental Health Team. Assemblies will be linked to these themes, including school nurses. CDI: Growth throughout life- being aware of the sources of help and support available and responding positively to feedback. Create opportunities- developing friendships and relationships with others, being aware that it is important to take initiative in their learning and life, being able to identify a role model and being aware of the value of leadership. Balance</p>	<p>Cultural capital: opportunity to explore real world issues, using resources provided from major organisations such as Barclays, NatWest and Legal & General. CDI: 13</p>	<p>Raising Aspirations: opportunity to explore KS4 pathways to ensure that students make the correct choices. There will be opportunity to hear from subject specialists in assembly time to reflect on decision making process. CDI: 10, 14, 17</p>	<p>Cultural capital: students will learn about how to successfully stay healthy in the world around them. There will be assembly themes on First Aid and E-Safety. CDI: 1, 2</p>	<p>Cultural capital: learning about Government – links to British Values and understanding how to live by our values. Opportunity for outside speakers in assembly time. CDI: 8</p>	<p>Raising Aspiration: students will have opportunity to explore what it means to study in Higher Education and to recognise that everyone is able to go on to Higher Education. CDI: 14, 17</p>

	life and work- being aware that physical and mental wellbeing are important, being aware of different life stages and life roles. See the big picture- being aware of a range of different media, information sources and viewpoints.				
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 gangs are dangerous groups of people that often are involved in criminal activity. To know that county lines gangs target young people to be a part of them.</p> <p>To understand that drugs have different classifications and effects on people and society.</p> <p>To know how to resist pressures and seek support for themselves and others.</p> <p>To identify the risks associated with smoking and vaping.</p> <p>To know the links between stereotypes of men and masculinity and mental health.</p> <p>Describe what tax is and where tax contributions go.</p> <p>Explain the different types of employment (self employed, employed by someone, freelance worker) and compare it to the qualities that are needed for these roles.</p> <p>Describe what a pension means.</p>	<p>To explain the structure of gangs and understand some of the various roles in a county lines gang. To explain the consequences of being a part of a gang.</p> <p>To explain that drugs have different classifications and be able to explain the different effects on people and society.</p> <p>To understand how to resist pressures and seek support for themselves and others in relation to drugs, and know the consequences for their actions.</p> <p>To understand the risks associated with smoking and vaping and the consequences for health, finance and their lifestyle.</p> <p>To understand the links between stereotypes of men and masculinity and mental health, and how to normalise discussion around mental health.</p> <p>Explain what tax is, understand why people are taxed differently according to their income and to explain where tax contributions go.</p>	<p>To explain the structure of gangs and understand some of the various roles in a county lines gang. To explain the consequences of being a part of a gang.</p> <p>To identify some of the methods that county lines might use to groom young people.</p> <p>To explain that drugs have different classifications and the reasons for these classifications. To explain the various effects of different drugs on people and society.</p> <p>To understand how to resist pressures and seek support for themselves and others in relation to drugs, and know the consequences for their actions. To be able to make links between growing independence and making the right decisions for the future.</p> <p>To consider the risks associated with smoking and vaping and the consequences for health, finance and their lifestyle. To be able to resist pressures and seek support.</p> <p>To understand the links between stereotypes of men and masculinity and mental health, and how to normalise discussion around mental</p>		

<p>To understand the various Post 16 pathways and the advantages and disadvantages of each route.</p> <p>To understand which subjects might compliment each other.</p> <p>To reflect upon the skills that they possess and what skills students will need to build in order to achieve their</p> <p>Understand where conflict may occur in life and understand the cause of conflict and how to find solutions.</p> <p>Understand what an emergency situation is and when it is appropriate to ring an ambulance.</p> <p>Understand the term 'consent' and what the law says about this concept and the importance of it.</p> <p>Understand what an STI is, name some specific STIs and be able to explain how they are transmitted.</p> <p>Be able to identify the different types of pornography and the law regarding different types of pornography.</p> <p>future goals.</p> <p>To understand the role of the government and how laws are made.</p> <p>To describe what County Lines is and explain why they target young people.</p> <p>To describe the problems of knife crime amongst young people and explain the consequences of this.</p>	<p>Explain the different types of employment (self employed, employed by someone, freelance worker) and compare it to the qualities that are needed for these roles. Be able to explain the advantages and disadvantages of different forms of employment.</p> <p>Explain why it is important to make contributions to a pension and describe the different modes of income for people who are retired. Understand how someone receives money during retirement age from a state pension.</p> <p>To understand the various Post 16 pathways and to judge which pathway is most suitable for various routes. Students will be able to categorise the advantages and disadvantages of each route.</p> <p>To understand which subjects might compliment each other and how subject choices can impact future opportunities and decisions.</p> <p>To reflect upon the skills that they possess and what skills students will need to build in order to achieve their future goals. To understand what skills are needed to achieve career goals.</p> <p>To explain where conflict my occur in life, exactly what the cause is of different types of conflict and how to find appropriate solutions to conflict, including how seek external support.</p> <p>To explain and give examples of an emergency situation and explain what the most appropriate reaction would be. To understand what the recovery position is and when it is needed.</p> <p>Explain the term 'STI', including giving specific types of STIs, identify what the symptoms of each STI are and explain how they are transmitted.</p>	<p>health. To know how to distinguish stereotypes and access support for themselves and others.</p> <p>Explain what tax is, understand why people are taxed differently according to their income. Analyse the places tax contributions go and explain whether the UK has best system by comparing it to other countries.</p> <p>Evaluate the different types of employment (self employed, employed by someone, freelance worker) and compare it to the qualities that are needed for these roles. Be able to evaluate the advantages and disadvantages of different forms of employment.</p> <p>Explain why it is important to make contributions to a pension and someone's pension might differ depending on income. Explain different modes of income for people who are retired. Understand how someone receives money during retirement age from a state pension.</p> <p>To understand the various Post 16 pathways and to judge which pathway is most suitable for various routes. Students will be able to categorise the advantages and disadvantages of each route. Students will be able to plan there own Post 16 Pathway.</p> <p>To understand and explain which subjects might compliment each other and how subject choices can impact future opportunities and decisions.</p> <p>To reflect upon the skills that they possess and what skills students will need to build in order to achieve their future goals. To understand what skills are needed to achieve career goals and plan how to acquire these skills.</p>	<p>health. To know how to distinguish stereotypes and access support for themselves and others.</p> <p>Explain what tax is, understand why people are taxed differently according to their income. Analyse the places tax contributions go and explain whether the UK has best system by comparing it to other countries.</p> <p>Evaluate the different types of employment (self employed, employed by someone, freelance worker) and compare it to the qualities that are needed for these roles. Be able to evaluate the advantages and disadvantages of different forms of employment.</p> <p>Explain why it is important to make contributions to a pension and someone's pension might differ depending on income. Explain different modes of income for people who are retired. Understand how someone receives money during retirement age from a state pension.</p> <p>To understand the various Post 16 pathways and to judge which pathway is most suitable for various routes. Students will be able to categorise the advantages and disadvantages of each route. Students will be able to plan there own Post 16 Pathway.</p> <p>To understand and explain which subjects might compliment each other and how subject choices can impact future opportunities and decisions.</p> <p>To reflect upon the skills that they possess and what skills students will need to build in order to achieve their future goals. To understand what skills are needed to achieve career goals and plan how to acquire these skills.</p>
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