

# 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"> <li>identify, express and manage their emotions in a constructive way</li> <li>make healthy lifestyle choices including diet, dental health, physical activity and sleep</li> <li>make informed healthy eating choices</li> <li>balance work, leisure, exercise and sleep</li> <li>make independent health choices</li> <li>manage influences relating to caffeine, smoking and alcohol</li> <li>recognise qualities and behaviours relating to different types of positive relationships</li> <li>recognise unhealthy relationships</li> <li>establish and manage friendships</li> </ul>	<ul style="list-style-type: none"> <li>make safe financial choices</li> <li>to save, spend and budget</li> <li>communicate online</li> <li>secure personal information online</li> <li>use social networking sites safely</li> <li>recognise biased or misleading information online</li> <li>critically assess different media sources</li> <li>distinguish between content which is publicly and privately shared</li> <li>identify age restrictions when accessing different forms of media and how to make responsible decisions</li> <li>protect financial security online</li> </ul>	<ul style="list-style-type: none"> <li>identify personal skills and qualities</li> <li>identify what influences students have on their lives</li> <li>identify personal strengths and areas for development</li> <li>be enterprising, including skills of problem-solving, communication, teamwork, leadership, risk-management, and creativity</li> <li>find out about a broad range of careers and the abilities and qualities required for different careers</li> <li>find out about the link between values and career choices</li> <li>understand the differences between employment, self-employment and voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>develop self-worth and self-efficacy</li> <li>manage influences on body image</li> <li>recognise identity, rights and responsibilities</li> <li>live in a diverse society</li> <li>challenge prejudice, stereotypes and discrimination</li> <li>recognise the signs and effects of all types of bullying, including online</li> <li>respond to bullying of any kind, including online</li> <li>support others, including those in the wider community, such as food banks, Samaritans (Stewardship)</li> <li>evaluate expectations for romantic relationships</li> </ul>	<ul style="list-style-type: none"> <li>describe British Values and why it is important to live by these values</li> <li>demonstrate British Values in everyday life</li> <li>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.</li> <li>recognise and challenge racism and religious discrimination</li> <li>recognise and respond to extremism and radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>broaden their horizons and identify future careers aspirations</li> <li>understand equality of opportunity</li> <li>understand post-18 options (to include Higher Level/Degree Level Apprenticeships, University degrees, vocational courses and employment)</li> <li>understand what higher education is and how to access higher education</li> <li>find out what opportunities are available for higher education, not just university.</li> </ul>

		<ul style="list-style-type: none"> <li>effectively budget and evaluate savings options</li> </ul>	<ul style="list-style-type: none"> <li>set aspirational goals for future careers and challenge expectations that limit choices</li> </ul>	<ul style="list-style-type: none"> <li>recognise and respond to inappropriate and unwanted contact</li> <li>understand different types of families and changing family structures</li> </ul>		
Assessment						
Why this? Why now?	<p>This links from the compulsory Health Education in primary schools and explores starting in secondary school and the change as students are growing up. The topic will also support with students forming new friendships in their new school setting and recognise how to make more independent choices in secondary school.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Skills & Characteristics	<p>Staying Positive – adapting to future situations and developing skills to aim high and stay positive; Speaking – debating and discussing with</p>	<p>Staying Positive – develop skills to stay positive in preparation for life. Speaking – debating and discussing with each other; Problem Solving</p>	<p>All 8 key Skills Builder employability and transferable skills. Leadership – students will work together to reflect on their qualities and skills.</p>	<p>Problem Solving; Staying Positive – learning to make correct choices; Speaking – challenging others in their opinions and views; Leadership</p>	<p>Leadership – how to work together in a diverse society. This also links to Staying Positive – by recognising when something is wrong</p>	<p>Staying Positive - this concept allows students to really look beyond school and think about raising their aspirations. Speaking – students</p>

	each other (asking appropriate questions); Problem Solving – making informed choices; Leadership – recognising qualities in behaviours.	– how to effectively manage a budget; Leadership – using networking safely.	Staying Positive – identifying areas of strengths and weakness; Speaking – learning about Enterprise skills; Problem Solving – future pathways.	– making own decisions and informed choices.	and doing something about it. Speaking – challenge racism – giving own points of view and justifying opinions; Problem Solving – responding.	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: 1, 2, 3	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