

PERSONAL DEVELOPMENT: Year 8 Curriculum Intent

| | Autumn Term | | Spring Term | | Summer Term | |
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| 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"> manage physical and emotional changes during puberty manage personal hygiene recognise FGM and how to access help and support recognise and challenge racism and religious discrimination access support services manage challenges during adolescence safely challenge discrimination, including online manage conflicting views and misleading information manage change, loss, grief and bereavement | <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"> 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. manage influences in relation to substance use recognise and promote positive | <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 |

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| | | <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 | | <p>social norms and attitudes</p> <ul style="list-style-type: none"> • 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 • 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 | | |
| Assessment | | | | | | |
| Why this? Why now? | As students move into their second year in secondary education, | As students are becoming more active online, they will | Following the introduction to the key employability skills, | As students move into adolescence, this concept allows them to | This concept builds on earlier work in Year 7 and 8 focusing | Students have been learning about key employability skills |

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| | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>Skills & Characteristics</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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 agree with others; Staying Positive – discussing family changes and effects.</p> | <p>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.</p> |

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| <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: 1, 2, 3</p> | <p>Assembly themes will include e-safety and linked to careers. CDI: 13</p> | <p>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</p> | <p>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</p> | <p>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</p> | <p>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</p> |
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