

## PERSONAL DEVELOPMENT: Year 9 Curriculum Intent

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
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"> <li>manage influences on beliefs and decisions</li> <li>recognise group-think and persuasion</li> <li>develop self-worth and confidence</li> <li>develop understanding of gender identity, transphobia and gender-based discrimination</li> <li>recognise and challenge homophobia and biphobia</li> <li>recognise 'group think' and how it affects behaviour</li> <li>recognise passive, aggressive and assertive behaviour, and how to communicate assertively</li> <li>recognise positive social norms in</li> </ul>	<ul style="list-style-type: none"> <li>develop understanding of the different ways of earning money</li> <li>develop understanding of the basic tax system in the UK with regards to income tax and NI contributions</li> <li>develop understanding of what taxes and NI contributions are used for</li> <li>develop understanding about the difference between being employed and self-employed</li> <li>read a payslip</li> <li>develop understanding about the importance of pensions and planning financially for the future</li> </ul>	<ul style="list-style-type: none"> <li>recognise the importance of transferable skills, abilities and interests</li> <li>demonstrate strengths</li> <li>develop understanding of different types of employment and career pathways</li> <li>manage feelings relating to future employment</li> <li>work towards aspirations and set meaningful, realistic goals for the future</li> <li>develop understanding of GCSE and post-16 options, including apprenticeships, vocational courses, T-Levels, A-Levels (Sixth Form and College), training providers.</li> </ul>	<ul style="list-style-type: none"> <li>respond in an emergency situation, including first aid</li> <li>develop understanding of the law in relation to consent</li> <li>develop understanding that legal and moral duty is with the seeker of consent</li> <li>effectively communicate about consent in relationships</li> <li>identify the risks of 'sexting' and how to manage requests or pressure to send an image</li> <li>recognise online grooming in different forms, e.g. in relation to sexual exploitation</li> </ul>	<ul style="list-style-type: none"> <li>describe the British Government and how it functions.</li> <li>deepen understanding about the different roles within the British Government, including the Prime Minister</li> <li>appreciate the importance of democracy and why we live in a democratic country</li> <li>deepen understanding of the role of the UK Parliament and the key roles within Parliament.</li> <li>deepen understanding of how the judicial system within the UK functions, including reasons for punishment and types of punishment.</li> </ul>	<ul style="list-style-type: none"> <li>understand what it means to be a university student in both the UK and abroad</li> <li>organise study skills and revision time appropriately</li> <li>develop understanding of how student finance works and how to avoid building up large debts</li> <li>develop understanding of what it means to live individually, including financial management, basic household tasks, travelling between different places (managing time and transport connections).</li> <li>seek advice and support</li> <li>register with and access doctors,</li> </ul>

	<p>relation to drug and alcohol use</p> <ul style="list-style-type: none"> <li>• develop understanding of legal and health risks in relation to drug and alcohol use, including addiction and dependence.</li> <li>• identify positive and negative role models</li> <li>• evaluate the influence of role models and become a positive role model for peers</li> <li>• develop understanding of the impact of drugs and alcohol on individuals, personal safety, families and wider communities</li> <li>• identify the impact of drugs and alcohol on decision making</li> <li>• keep self and others safe in situations that involve substance use</li> <li>• manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime</li> </ul>	<ul style="list-style-type: none"> <li>• develop understanding about where to find support in financial difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• develop understanding of skills for decision making</li> <li>• set and achieve SMART targets</li> <li>• maximise employability, including managing online presence and taking opportunities to broaden experience</li> </ul>	<ul style="list-style-type: none"> <li>• respond and seek support in cases of online grooming</li> <li>• distinguish between healthy and unhealthy friendships</li> <li>• appreciate different types of families and parenting, including single parents, same sex parents, blended families, adoption and fostering</li> <li>• identify positive relationships in the home and ways to reduce homelessness amongst young people</li> <li>• recognise conflict and its causes in different contexts, e.g. with family and friends</li> <li>• use conflict resolution strategies</li> <li>• develop understanding of readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex</li> <li>• identify myths and misconceptions relating to consent</li> </ul>	<ul style="list-style-type: none"> <li>• develop understanding of the current issues within law and order in the UK, to include knife crime, county lines and ASB.</li> <li>• manage risk in relation to gangs</li> <li>• develop understanding of the legal and physical risks of carrying a knife</li> <li>• recognise the media's impact on perceptions of gang culture</li> </ul>	<p>sexual health clinics, opticians and other health services</p> <ul style="list-style-type: none"> <li>• deepen understanding of vaccinations and immunisations</li> <li>• deepen understanding about blood, organ and stem cell donation</li> </ul>
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	<ul style="list-style-type: none"><li>• use exit strategies for pressurised or dangerous situations</li><li>• seek help for substance use and addiction</li></ul>			<ul style="list-style-type: none"><li>• develop understanding of the continuous right to withdraw consent and capacity to consent</li><li>• develop understanding of the risks of STIs, the effective use of condoms and negotiating safer sex</li><li>• develop understanding of the consequences of unprotected sex, including pregnancy</li><li>• develop understanding of the portrayal of relationships in the media and pornography might affect expectations</li><li>• assess and manage risks of sending, sharing or passing on sexual images</li><li>• recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support</li><li>• evaluate readiness for parenthood and positive parenting qualities.</li></ul>		
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Assessment						
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.
Skills & Characteristics	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	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.	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	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	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 –	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.

			and how to achieve them.		reasoning for different punishments given.	
Aspirations & Careers	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	Cultural capital: opportunity to explore real world issues, using resources provided from major organisations such as Barclays, NatWest and Legal & General. CDI: 13	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	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	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	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