

Personal Development curriculum overview

Key Stage 3

What we teach in year 7:

What makes me me? – Addressing identity, esteem, diversity, equality, concepts of morality, fairness and justice.

Why is belief important? – Exploring the nature of faith, belief, opinion and fact. Exploring the links between belief and values, actions and words. Recognising how beliefs affect how people live, and participate in society.

What is consent? – Exploring different forms of consent, the right to consent as iterated in the UNCRC, human rights, pressures on consent, recognising consent concerns and breaches, including reporting.

Who runs our country? – Considering voting and elections, the nature and structure of parliament and government, and the powers of state and the citizens to control state.

First Aid – including Initial assessment, recovery position and CPR, including defibrillators.

Why do people bully? – Being part of community, celebrating diversity and individuality, why people bully, how to respond to bullying from a victim and bystander perspective, emotional impact of bullying.

Should religion be discussed in the media? – Consideration of media impact and power, media bias, how different forms of media present religion and belief, misinformation and conspiracy – including fake news.

How do I prepare for my future? – Considering careers. Focusing on personal skills, qualities and interests and how they may guide career aspirations and development.

Why do I have to grow up? – Consideration of individuality, family and friendships, puberty, menstruation, Child Sexual Exploitation and protecting yourself online and in real life.

What does it mean to be British? - Exploration of the fundamental British values of the rule of law, democracy, individual liberties, mutual respect and tolerance.

Why do I feel like this? – Addressing mental health and wellbeing, self-esteem and body image, diversity and protected characteristics under the Equality Act 2010.

Why is money so important? – Financial education focusing on spending and saving, immediate and long-term gratification,

Why do relationships matter? – Exploring friendships, family, positive relationships, toxic relationships, and strategies to manage relationships, including seeking help and guidance.

What does it mean to be a Muslim? – Recognising key aspects of the Islamic faith, challenging misconceptions, looking at how Islamic faith affects the lives and actions of believers in their personal lives and in community.

What we teach in year 8:

How did we get here? - An exploration of philosophical questions about the origins of the universe and life. This unit includes an exploration of philosophical questions, theories of evolution and the big bang, different creation narratives (including comparison and contrast of shared themes and concepts) and discussion of the possibilities of other life in the universe.

Why is Jewish Identity protected? - Exploring protected identity in beliefs in general and Jewish identity in particular. Exploring Judaism as a faith identity and a national identity. The impact of the Holocaust. Israel and Palestine.

Why is consent so important? - Considering different methods and forms of consent in relationships and the importance of consent in relationships and intimacy.

Why are relationships so intense? - Thinking about different forms of relationship, their importance and impact for mental health and emotional wellbeing, intense emotions experience during relationship changes, including divorce and bereavement, and managing intense emotions.

What does it mean to be Sikhi? - 4 lessons exploring key principles, beliefs and practices within sikism

First Aid - including initial assessment, DR ABC (Danger? Response? Airway? Breathing? Circulation?), practical CPR and use of defibrillators)

What makes a relationship good? - Recognising the benefits of healthy relationships, considering what makes a relationship healthy, important element of relationships including attraction, intimacy, companionship, mutual support, etc. Recognising healthy and unhealthy relationships.

What will I do with my future? - Considering interests, skills, abilities. Exploring different career streams and types of work, following the process of education and development of skills, characteristics and qualifications to gain employment in such sectors.

How does democracy work? -Journeying through the roots of democracy, recognising key features and practices of democratic government. Iterating the important rights and responsibilities of citizens in democratic society.

Why do we need the law? - Why do we need law and order. How the law protects citizens. Different bodies within the legal system from the police, CPS, courts and prisons.

What does it mean to be a Christian? - 4 lessons exploring key principles, beliefs and practices within Christianity. Also exploring the question 'Are we a Christian country'?

How does money affect my life? Including the impact of money on emotional wellbeing and opportunities such as education and lifestyle.

What we teach in year 9:

Why does what we believe affect what we value? - Identifying how personally held beliefs affect values, words and actions we make, (whether religious or non-religious in nature). Exploring whether faith makes any empirical difference. Recognising extremist views and their impact. Consideration of how faith positively impacts our world, including charities such as Islamic Relief and the Salvation Army.

Can we stop crime? - Defining the nature and differences between rules and laws. Exploring the origins of law in the UK. Recognising different types of court and their roles. Rights if searched or arrested.

How should we manage relationships? The importance of mutual respect in different forms of relationships. Communication, negotiation, and mutual support in relationships.

How do people try to influence consent? - Exploring pressures on consent and how to be assertive and resist pressure to influence consent.

What makes a lifestyle unhealthy? - Exploring healthy and unhealthy mindsets including the impact of unhealthy choices on health and wellbeing, and sources of guidance and support.

What does it mean to be Hindu? - 4 lessons exploring key principles, beliefs and practices within Hinduism.

Making Ethical Decisions - Including key philosophical principles for making moral decisions, such as Virtue Ethics and Utilitarianism.

Medical Ethics - Considering ethical and moral perspectives on medical issues such as organ donation and animal testing

What is real intimacy? Including characteristics of relationship intimacy in real relationships and the perceptions of relationships and intimacy in media, including the impact of pornography on relationships.

What is a healthy relationship? Including consideration of long-term forms of relationship, domestic abuse, contraception, STI's and parenthood.

What is terrorism and extremism? - Defining extremism and terrorism, their aims and methodology. The impact of terror and extremism on individuals and society.

Why is mental health and wellbeing so important? Exploring physical and emotional health and the impact of healthy and unhealthy decisions and lifestyle practices.

How does money affect my future? - Considering financial risk and reward, the nature of debt.

Key stage 4

What we teach in year 10:

What is love? – Exploring the nature and different forms of love. Examining different types and depths of relationship. Evaluating different forms of intimacy and highlighting the importance of consent in different aspects of life, including sexual relationships, sexual harassment and sexual violence.

Should faith have a role in running a country? – Considering different forms of government, including varying levels of theocracy. Exploring specific versions of theocracy and their effectiveness. Asking the question ‘Is Britain still a Christian country?’ Consideration of separation of church and state. Assessing to what extent religion has a role in our society and government.

Why is sexual health important? – Recognising the importance of looking after our health in terms of relationships and sex. Risk-taking in sexual activities. Substances and situations which may affect our ability to make decisions. Different forms of contraception, The nature and impact of sexually transmitted infections. Sources of support and advice in relation to relationships and sex.

How does our legal system work? – Exploring the justice system from police rights, citizens’ rights and the process from arrest to trial. How is law created, including different sources of law in the UK

What matters to me? – Recognising different sources and influences on personal values. Exploring how and where people try to influence our opinions and our choices. The influence of a wide range of different media on our understanding and opinions.

Who am I? – Exploring our personal identity and how our identity affects life and choices.

How to save a life – Practical first aid refresher, including Initial Assessment (DR ABC), CPR, recovery position and defibrillators.

When relationships go wrong? – Exploring the signs of toxic relationships. How to end relationships amicably. Reasons for relationship breakdown. Restoration and reconciliation. Positive relationship approaches.

Who makes all the decisions? – Exploring the nature of power in the UK, including the powers of citizens, politicians, justice and the media. How decisions are made in local and national society. How people can be represented and heard.

What is my place in the world? – exploring our place as part of communities locally, nationally and internationally. The impact of individuals on global society.

Where is the harm? – Including healthy lifestyles and the risks of substance misuse.

What we teach in year 11:

How does the law handle consent? – Exploration of consent and the law. Consent in sex and intimacy, including challenging sexual harassment and sexual violence. Consent and our data.

What will further education look like? – Considering a range of Post-16 approaches for continuing in education. Exploring different education providers, in conjunction with the Careers team and external education providers.

How shall we live? – Exploration of different philosophical approaches to moral dilemmas, and how to form opinions and take moral actions.

What is family all about? – Different models of family within society. The importance and value of fostering and adopting. Positive family influences. Negative family influences. Being a parent and parenting skills.

Matters of life and death – Ethical situations from around the world, including conflict, extremism and terrorism, animal testing and other ethical dilemmas.

Do we really act on British Values? – A critique of the value of the Fundamental British Values, including evaluation of their impact on society using specific case studies.

How to run a country – Analysis of different forms of government around the world. Consideration of the value of democratic approaches in the light of practical examples in the global community.

Be a Human Being! – Investigation and personal reflection on the importance of Character for the future, including the key elements of **LORICA** – Leadership, Organisation, Resilience, Initiative, Communication, Achievement.