

# Ian Ramsey CE Academy: PERSONAL DEVELOPMENT Curriculum Progression Model

CURRICULUM OVERVIEW	Curriculum What we study. Why study it. Why study it now.						How we teach the curriculum	What we expect from the curriculum
	What we need pupils to have learnt at each point/end of each year and the logical connection and the sequential learning between what is studied in the different terms and between years. This is what is to be covered and when, effectively creating the idea that the <u>intent is the curriculum</u> . The intent is everything up to the point of teaching. The purpose of our curriculum and the knowledge we want our pupils to go away with in their working memory.						How we make learning memorable and how we support our pupils to remember it. How we use rote, retrieval, interleaving, metacognition etc. in our teaching; why we teach in the way we are and justify decisions around how and why it is being taught this way.	How we make it challenging and ambitious for our pupils. How we assess learning, knowledge and understanding; what have they learnt and how well have they learnt it? Consider what assessments we use, when we use them and how and why we assess this way?
YEAR 7	Setting		Designing		Planning		The Personal Development curriculum has been designed around the three key concepts of <b>health and wellbeing, relationships and living in the wider world (citizenship and careers)</b> . The curriculum closely follows the PSHE Association covering all statutory content. The curriculum had been designed as a spiral curriculum meaning each key concept is embedded and developed on throughout the five-year curriculum allowing pupils to build on their conceptual understanding as they move through the school. Each half term includes an assessment which varies in style to address pupils’ various learning preferences and allow for the inclusion of different skills.	Delivering
	<b>What: Transition and Safety (Health and Wellbeing)</b>	<b>What: Diversity (Relationships)</b>	<b>What: Developing Skills and Aspirations (Careers)</b>	<b>What: Health and Puberty (Health and Wellbeing)</b>	<b>What: Building Relationships (Relationships)</b>	<b>What: Democracy and Britishness (Citizenship)</b>		Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.
	<b>What:</b> Common issues experienced during transition from to secondary school such as building friendships and managing emotions. Introduce pupils to common dangers and how to manage dangers safely.	<b>What:</b> Our own identity, rights, and responsibilities, referencing the Equality Act. The diverse society we live in, and problems that can arise, i.e discrimination, prejudice, and bullying, developing positive ways to respond.	<b>What:</b> Consider what careers education is its importance, allowing pupils to explore their strengths and start to develop skills such as teamwork, leadership, risk management and creativity.	<b>What:</b> Explore what constitutes a healthy lifestyle including diet, exercise, dental health, and sleep. Think about the physical as well as emotional changes that occur through puberty and how to manage these changes emotionally.	<b>What:</b> Explore our relationship with ourselves to build self-worth and self-efficiency. Be able to recognise both healthy and unhealthy relationships, as well as understanding and communicating consent.	<b>What:</b> British Values and what it means to be British, exploring what politics is, its importance and how the country is run, and providing pupils an understanding of the country and society in which they live.		
	<b>Why now:</b> Helps pupils settle and explores what makes a good friendship. It provides pupils ways to identify common dangers and stay safe.	<b>Why now:</b> Pupils must understand the diverse society we live in, as well as how to recognise and challenge bullying.	<b>Why now:</b> Pupils consider their career options based on what they are good and enjoy. Allows pupils to develop skills needed for success.	<b>Why now:</b> This unit is a statutory requirement that will prepare pupils for puberty, which some pupils may already be experiencing.	<b>Why now:</b> This unit builds on the earlier relationships unit and starts to consider both romantic relationships as well as friendships.	<b>Why now:</b> Before progressing further, pupils need an appreciation of what it means to be British, and how the country is run.		
YEAR 8	<b>What: Drugs and Alcohol (Health and Wellbeing)</b>	<b>What: Discrimination (Relationships)</b>	<b>What: Community and Careers (Careers)</b>	<b>What: Emotional Wellbeing (Health and Wellbeing)</b>	<b>What: Identify and Relationships (Relationships)</b>	<b>What: Law (Citizenship)</b>	Delivery of PD lessons are underpinned by an enquiry-based approach to support deep thinking, knowledge and understanding. Each lesson answers a key question which helps to embed subject knowledge and skills as well as developing metacognition and resilience within more complex topics.	<ul style="list-style-type: none"><li>Questioning</li><li>Effective teacher feedback (written and verbal)</li><li>Peer feedback</li><li>Pupil self-assessment</li></ul>
	<b>What:</b> The difference between medicinal and recreational drugs, the risks of alcohol, tobacco, nicotine, and e-cigarettes. Explore the risks of overconsuming energy drinks. Consider how pupils can navigate peer pressure in relation to these issues. Explore country lines and who is at risk.	<b>What:</b> Understanding what can influence our beliefs and decisions continuing to build self-worth and confidence while considering identity. How to challenge racism, religious discrimination, look at LGBTQ+, transphobia, biphobia, and homophobia.	<b>What:</b> Explore different types of employment and the merits of each, considering different career pathways and options. Reflect on pupils’ strengths and encourage them to set aspirational goals for the future.	<b>What:</b> Explore mental health and how to improve daily emotional wellbeing and where pupils can access help for mental health. Explore the stigma attached to mental health and explore how this can be challenged, encouraging pupils to build digital reliance and coping strategies.	<b>What:</b> The qualities of both healthy and positive relationships. Explore gender identity, sexual orientation and assess how new partnerships are form and relationships develop. Explain consent and how to communicate it, ‘sexting’ how to manage requests and the danger of online grooming.	<b>What:</b> Explore how laws are made and the consider the role of prison, prison reform and punishment. Discuss the role of the police and the operation of the courts and tribunals, considering human rights and international law.		
	<b>Why now:</b> This unit equips pupils with the knowledge to make sensible decisions in relation to drugs and alcohol. Informs pupils on how to use over the counter medications safely	<b>Why now:</b> This unit builds on the ‘Diversity’ unit studied in Year 7 to develop pupils understanding of discrimination and introduce pupils to LGBTQ+.	<b>Why now:</b> Building on the ‘Developing Skills’ taught in Year 7 to develop the employability skills and introduce different career paths in preparation for their options in Year 9.	<b>Why now:</b> How pupils can promote their own good mental health, building on the Year 7 unit ‘Health and Wellbeing’ which focused on physical health.	<b>Why now:</b> Provide pupils the means to stay safe online, building on the Year 7 unit ‘Building Friendships’, considering romantic relationships.	<b>Why now:</b> This unit builds on the Year 7 Citizenship unit and develops understanding of how laws work.		
	YEAR 9	<b>What: Peer Influence, Substance Use and Gangs (Health and Wellbeing)</b>	<b>What: Respectful Relationships (Relationships)</b>	<b>What: Setting Goals (Careers)</b>	<b>What: Health Lifestyles (Health and Wellbeing)</b>	<b>What: Intimate Relationships (Relationships)</b>	<b>What: Addressing Extremism and Radicalisation (Citizenship)</b>	
<b>What:</b> Explore how we can distinguish between healthy and unhealthy friendships affects behaviour, managing risk of gangs and the legal risk of carrying knives. Assess the legal and health risks in relation to drugs and alcohol.		<b>What:</b> Different types of families and parenting and how to build positive relationships, reflecting causes of conflict at home and how to resolve. Assess managing relationship changes and where to find support.	<b>What:</b> Explore post 16 and career options, reflecting on strengths, abilities, and interests. Consider different types of employment, discussing how to manage feelings relating to future employment.	<b>What:</b> The relationship between mental and physical health and how to balance work, leisure exercise and sleep. How to make healthy choices, manage external influences on body image and understand first aid.	<b>What:</b> Consent and the continuous right to withdraw. Explore STIs, effective use of condoms and how to negotiate safer sex, the consequences of unprotected sex. Assess risks of sending or passing on sexual images.	<b>What:</b> Belong to a community and the Equality Act and managing misleading information on the internet. Consider radicalism, extremism and what counter terrorism is and the UK’s relationship in the wider world.		
<b>Why now:</b> Having considered how to build positive relationships in Year 7 and 8, explores the risk of gang behaviour and peer pressure.		<b>Why now:</b> Build previous units about building healthy friendships by considering how to manage family life and potential conflict.	<b>Why now:</b> This will support pupils who will be picking their options in the Spring term of this year.	<b>Why now:</b> Having considered mental and physical health separately, this unit explored the relationship between the two.	<b>Why now:</b> Building on the concepts of consent and relationships this unit introduces some STI’s and contraception.	<b>Why now:</b> Having explored democracy and law, pupils consider the UK’s relationship in the wider world and how to recognise extremism and terrorism.		

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	Setting	Designing		Planning		Delivering	
Year 10	<b>What: Personal Wellbeing and Online Safety (Health and Wellbeing)</b>		<b>What: Healthy Relationships and Staying Safe (Relationships)</b>		<b>What: Financial Decision Making and Work Experience (Careers)</b>		<p>The Personal Development curriculum has been designed around the three key concepts of <b>health and wellbeing, relationships and living in the wider world (citizenship and careers)</b>. The curriculum closely follows the PSHE Association covering all statutory content. The curriculum had been designed as a spiral curriculum meaning each key concept is embedded and developed on throughout the five-year curriculum allowing pupils to build on their conceptual understanding as they move through the school. Each half term includes an assessment which varies in style to address pupils’ various learning preferences and allow for the inclusion of different skills.</p> <p>Assessment for Learning is used in all lessons to provide evidence for use by pupils and teachers to decide where pupils are in their learning, where they need to go and how best to get there.</p> <p><b>Formative Assessment</b></p> <p>This is used to provide information about what pupils know, understand, and can do. This is used by both the teacher and the pupil to determine where pupils are in their learning and how to continue to develop their knowledge and skills within the subject. This will include:</p> <ul style="list-style-type: none"> <li>Questioning</li> <li>Effective teacher feedback (written and verbal)</li> <li>Peer feedback</li> <li>Pupil self-assessment</li> </ul> <p><b>Summative Assessment</b></p> <p>This is also used at key points in each year to evaluation pupils’ achievement. They allow a holistic view of pupils’ progress and support the identification of areas requiring additional focus to improve learning overall.</p>
	<b>What:</b> <ul style="list-style-type: none"> <li>Explore common types of mental health.</li> <li>Evaluate the impact of our actions on our mental health.</li> <li>Consider the characteristics of a healthy lifestyle.</li> <li>Explore how to stay safe online (unhealthy comparisons, catfishing, gambling, grooming, bullying).</li> </ul>	<b>What:</b> <ul style="list-style-type: none"> <li>Explore marriage, the legal rights involved and other types of committed stable relationships.</li> <li>Consider the characteristics of a healthy relationship.</li> <li>Explore negative relationships (violent behaviour, coercion, domestic violence, FGM, forced marriage, sexual violence).</li> <li>Consider online risks including the law on pornography.</li> <li>Discuss where to get support.</li> </ul>	<b>What:</b> <ul style="list-style-type: none"> <li>Consider how to effectively budget and evaluate savings options.</li> <li>Assess how to prevent and manage debt, credit ratings and payday loans.</li> <li>Analyse the risks of gambling, fraud, and cyber-crime.</li> <li>Experience work in an area that interests us.</li> </ul>	<b>Why now:</b> This is statutory content that builds on the theme’s studied in KS3. Considers mental wellbeing and other key issues pupils of this age group may face.	<b>Why now:</b> This is statutory content that builds on the theme’s studied in KS3. Coincides with the Relationship unit being taught in RE.	<b>Why now:</b> This unit builds on the career skills taught in KS3 and allows the pupils the opportunity to put the skills into practice as they embark on work experience.	
Year 11	<b>What: Independence and Making Healthy Choices (Health and Wellbeing)</b>	<b>What: Intimate Relationships (Relationships)</b>	<b>What: Next Steps (Careers and Citizenship)</b>	<b>What: Exploring Influence (Health and Wellbeing)</b>	<b>What: Families (Relationships)</b>		<p>Delivery of PD lessons are underpinned by an enquiry-based approach to support deep thinking, knowledge and understanding. Each lesson answers a key question which helps to embed subject knowledge and skills as well as developing metacognition and resilience within more complex topics.</p> <p>PSHE Association approved resources are used where possible to ensure consistency of teaching and content/ age-appropriate lessons. Lessons are planned centrally but delivery is tailored by class teachers to meet the needs of individuals.</p>
	<b>What:</b> <ul style="list-style-type: none"> <li>Explore how to manage exam stress.</li> <li>Consider the legal and illegal drugs and the law relating to supply and possession.</li> <li>Explore the risks of alcohol and smoking.</li> <li>Explore personal hygiene including bacteria and viruses.</li> <li>Consider good dental hygiene and the importance of regular cancer screening.</li> <li>Consider organ, blood, and stem cell donation.</li> <li>Explore vaccines and immunisations.</li> </ul>	<b>What:</b> <ul style="list-style-type: none"> <li>consider reproductive health, fertility, and the menopause.</li> <li>Assess how we can manage peer pressure and sex and explore the choice to delay.</li> <li>Consider risky behaviours and the consequences.</li> <li>Consider how STI’s are transmitted (HIV/AIDS) and where to get help.</li> <li>Learn key facts around pregnancy and miscarriage.</li> <li>Evaluate readiness for parenthood.</li> <li>Consider different typed of contraception.</li> <li>Reflect on the choices related to pregnancy.</li> </ul>	<b>What:</b> <ul style="list-style-type: none"> <li>Explore post-16 career pathways.</li> <li>Consider how we can use feedback constructively and set SMART targets.</li> <li>Explore effective revision techniques/strategies.</li> <li>Explore the application processes including CV writing, as well as personal statements, and interview techniques.</li> <li>Consider how to manage work life balance and the challenges to working part time whilst studying.</li> <li>Consider how money works and how to understand a bill and payslip.</li> </ul>	<b>What:</b> <ul style="list-style-type: none"> <li>Consider what makes a good role model and the media’s impact on the perception of gang culture.</li> <li>Consider the impact of drugs on individuals, personal safety, families, and wider communities.</li> <li>Assess how to stay safe in situations that involve substance use.</li> <li>Consider how to manage peer influence in relation to substances, gangs, and crime.</li> <li>Highlight social media’s impact on self-esteem.</li> </ul>	<b>What:</b> <ul style="list-style-type: none"> <li>Exploration of marriage, different types of families and changing family structures.</li> <li>Consider how to manage change, loss, grief, and bereavement.</li> <li>Explore honour-based violence and forced marriages.</li> <li>How to manage conflict and different types of relationship breakdowns.</li> </ul>		
	<b>Why now:</b> This is statutory content that builds on the theme’s studied in KS3. Tackles the issue of exam stress early, ready for mock exams.	<b>Why now:</b> This is statutory content that builds on the theme’s studied in KS3. Prepares pupils for decisions they may face when leaving school.	<b>Why now:</b> This unit prepares pupils for life after school and applying for jobs. Progresses from the work experience unit taught in Year 10.	<b>Why now:</b> This is statutory content that builds on the themes studied in KS3. Considers pressures pupils of this age group may be under and how to manage it, e.g. Social media/gangs.	<b>Why now:</b> This is statutory content that builds on the theme’s studied in KS3. This unit bridges the gaps missed due to COVID.		

