



## Academic Learning Journey (KS3/KS4)

### Personal Development



Intent: Our Academic Learning Journey provides students with education relating to their Personal Development that matches their needs. It covers the breadth of **Personal Development** from **all statutory RSHE** requirements (including Relationships Education, RSE and Health Education) **to economic wellbeing, careers and SMSC**. The curriculum is delivered in a spiral format so that it is age-appropriate and built up in stages. Learning opportunities are spread across three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. Text highlighted in **PINK** indicates statutory **Citizenship** content. Text highlighted in **BLUE** indicates **SMSC**.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 7</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Making a positive start at Secondary School</li> <li>Healthy and unhealthy relationships</li> <li>Types of relationships</li> <li>Challenges in relationships</li> <li>Family conflicts</li> <li>How to be an ally (BHM)</li> <li>Introduction to Consent</li> </ul>	<b>Relationships/Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Introduction to Consent</li> <li>Physical changes during puberty</li> <li>Menstruation</li> <li>The Vulva: What's there and how to take care</li> <li>Sexual orientation and gender identity</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Media and self-esteem</li> <li>Bodies in the media</li> <li>Managing mental health</li> <li>Physical activity and mental health</li> <li>Nutrition</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Vaccination and immunisation</li> <li>Sleep</li> <li>FGM</li> <li>Breast ironing/flattening</li> </ul>	<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>Goals and successes</li> <li>Overcoming challenges</li> <li>Introduction to careers and types of employment</li> </ul>	<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>Safe and unsafe choices</li> <li>Substances</li> <li>Gangs</li> <li><b>Exploitation</b></li> <li>Emergency First Aid</li> </ul>
<b>Year 8</b>	<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>Protecting personal information online</li> <li>Managing devices and accounts</li> <li>Identifying scams and sources of support</li> <li>Social media and self</li> <li>Self-identity</li> <li><b>Personal beliefs and judgements</b></li> </ul>	<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>Respect for others</li> <li>Multiculturalism, race and religion prejudice</li> <li>LGBTQ+ bullying</li> <li><b>Positive change made by others</b></li> <li><b>Community projects/volunteering</b></li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Physical health</li> <li>Dental health</li> <li>Medicine, vaccination and immunisation</li> <li>Blood donation</li> <li>Stress triggers and coping strategies</li> <li>Substances and mood</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Exploitation and substances</li> <li>Legislation and substances</li> <li>Risks/consequences or experimental and occasional substance use</li> <li>Dependence and addiction</li> <li>Alcohol and risky behaviour</li> <li>Accessing support/information about making healthy choices</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Types of relationships</li> <li>The roles and responsibilities of parents, carers and children in families</li> <li>Legal status of relationships</li> <li>CONSENT</li> <li>Physical attraction</li> <li>Sexuality</li> <li>Pornography</li> <li>Sexting</li> </ul>	<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>Skills, qualifications, careers</li> <li><b>Money and happiness</b></li> <li><b>Budgeting</b></li> <li><b>Social and moral dilemmas with regard to money</b></li> <li>Gambling issues and support</li> </ul>
<b>Year 9</b>	<b>Relationships</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Respectful relationship behaviours</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Facts/risks of legal and illegal drugs</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Healthy lifestyles</li> </ul>	<b>Living in the Wider World</b>	<b>Living in the Wider World</b>

	<ul style="list-style-type: none"> <li>Peer relationships: Differences and conflicts</li> <li>Black History Month</li> <li>Bystanders and stereotypes</li> <li>Bullying, prejudice and discrimination</li> <li>Creating a culture of respect</li> <li>Celebrating difference (SEND)</li> </ul>	<ul style="list-style-type: none"> <li>Freedom and capacity to consent</li> <li>Healthy intimate relationships</li> <li>Readiness for sex</li> <li>Sexual health</li> <li>Safe sex</li> <li>STIs</li> <li>HIV and AIDS</li> <li>Contraceptive choices</li> <li>Accessing confidential sexual and reproductive health advice and treatment</li> </ul>	<ul style="list-style-type: none"> <li>Safe use of over the counter meds</li> <li>Facts/risks around tobacco, alcohol and vaping</li> <li>County lines</li> <li>Substances and mental health</li> <li>Physical and mental health</li> <li>Recognising signs of mental ill-health (Children's Mental Health Awareness Week)</li> </ul>	<ul style="list-style-type: none"> <li>Cancer and prevention (self-examination)</li> <li>Changes in adolescent bodies</li> <li>Menstrual well-being</li> <li>Period poverty</li> <li>Eco-friendly period products</li> <li>First Aid (including CPR and Defibrillators)</li> </ul>	<ul style="list-style-type: none"> <li>Equality (Protected Characteristics)</li> <li>The rights all have for opportunities in learning and work</li> <li>Recognising and challenging stereotypes, family or cultural expectations that may limit aspirations</li> <li>Rights, responsibilities, opportunities online. Expectations of behaviour online &amp; risks of sharing material online</li> <li>Democracy, Equality and the Rule of Law (BV)</li> <li>The Law regarding the indecent images</li> <li>Where to report or manage issues online</li> </ul>	<ul style="list-style-type: none"> <li>The Houses of Parliament and the House of Commons (BV)</li> <li>Political parties and General Elections (BV)</li> <li>Introduction to careers and job skills</li> <li>Risk in relation to financial decisions</li> <li>Classroom to career</li> <li>Personal finance</li> </ul>
<b>Year 10</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Respect and human decency</li> <li>Prejudice and bigotry in the wider world</li> <li>Stereotypes and protected characteristics</li> <li>Inclusion, belonging and addressing extremism</li> <li>Grooming and coercion</li> <li>Pressure and persuasion</li> <li>Recognising Consent</li> <li>When Consent can be withdrawn</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>The role of intimacy and pleasure</li> <li>Harassment and stalking</li> <li>Managing relationship conflicts and break ups</li> <li>Relationship abuse</li> <li>Sexual harassment</li> <li>Sexual violence</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>The link between drug consumption and mental health</li> <li>Strategies for managing mental health, stress, anxiety, depression</li> <li>Unhealthy coping strategies</li> <li>Eating disorders</li> <li>Self-harm</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Prescription drugs</li> <li>Diet drugs and supplements</li> <li>The impact of drugs on sexual behaviour</li> <li>The physical and psychological consequences for addiction</li> <li>Accessing support for addiction</li> </ul>	<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>The Law regarding viewing and sharing of indecent images of children</li> <li>Gangs</li> <li>Work experience</li> </ul>	
<b>Year 11</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Communicating and recognising Consent</li> <li>Enthusiastic Consent</li> <li>Sexual pressure and delaying sex</li> <li>Sexual pleasure, pornography and masturbation</li> <li>Sexual abuse, harassment and exploitation</li> <li>CSE, Rape, FGM, Honour-based violence and forced marriage</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Families</li> <li>Long-term commitments</li> <li>Bringing up children</li> <li>Successful parenting</li> <li>Paths to parenthood (including for LGBTQ+ people)</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Online blackmail education</li> <li>Online gambling</li> <li>Reporting online issues</li> <li>"Something's Not Right" (Disclosure and Human Rights)</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Unhealthy comparison with others online</li> <li>The impact of viewing sexually explicit materials e.g. porn</li> <li>Violence against Women and Girls</li> </ul>		

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|  |  | <ul style="list-style-type: none"><li>• Reproductive health and pregnancy</li><li>• Menopause awareness</li></ul> |  |  |  |
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### Content covered by tutor workbook (Year 10):

- Donation and choices (Blood, Stem Cell and Bone Marrow Donation)
- Self-examination and screening
- Testicular cancer awareness
- Breast and cervical cancer awareness
- Lifestyle and wellbeing
- Influences on lifestyle decisions
- Time outdoors, community and service-based activities
- The benefits of physical exercise
- KS4 H7: Taking increased responsibility for maintaining and monitoring own health
- Social media and advertising
- Data collection, sharing and use
- Harmful online behaviours
- Managing your online advert experience
- Media portrayals and body image
- KS4 L7: recognising social media can also distort situations or issues; narrow understanding and appear to validate narrow views

### Content covered by tutor workbook (Year 11):

- Run, Tell, Hide (Counter Terrorism)
- First Aid recap.
- Valuing diversity
- Preventing extremism
- Radicalisation
- Money management
- Getting started in the workplace
- Using strengths and weaknesses to inform goal setting
- KS4 H2: effective use of constructive feedback - difference between helpful feedback and unhelpful criticism
- School Leaver CV

