

## St Sampson's High School – Personal Development Department – Y9 Curriculum Implementation

Written by LTS 11.12.23 - Live Document.

| KS3: Year 9                                                                                              | 1.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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| Topic<br>Big Question<br>Specific Focus                                                                  | Personal Care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               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                                                                                            | Risky Behaviours                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Risky behaviours ( <i>Continued</i> )                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | My Place in Society                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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| Curriculum<br>Directory Area<br>Of Study                                                                 | <p><b>PSHCE</b></p> <p>-Making informed choices about diet and nutrition (BX)</p> <p><b>Support Agencies</b></p> <p>Police. Motorcycle Safety</p> <p>-SHARE. Session 1,2 and 3 Sex Education Aims</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>PSHCE</b></p> <p>-Developing curiosity to make learning more fun and increase opportunity (BX)</p> <p><b>Support Agencies</b></p> <p>-Action For Children. INTENT Session 1 smoking</p> <p><b>Careers</b></p> <p>-Explore pathways post 16.</p> <p>-How to choose Ks4 Options.</p> <p>- Guernsey Careers &amp; Skills Fair attendance/Planning.</p> <p>-The Labour Market + LMI.</p> <p>-Guernsey Careers and Skills Fair 7th Dec. Pre planning session.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>PSHCE</b></p> <p>-What is Risk taking Behaviour?</p> <p>-Finding the Courage Within. Overcoming Anxiety (BX)</p> <p>-How can we respond under Pressure?</p> <p>-Gang Culture.</p> <p><b>Support Agencies</b></p> <p>-Police. Setting &amp; Sharing of Images.</p> <p><b>Careers</b></p> <p>-Careers Guernsey - Aspirations. GB6</p> <p>-GCSE Options Guidance</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>PSHCE</b></p> <p>-Online Safety.</p> <p>- Tackling Peer Pressure</p> <p><b>Support Agencies</b></p> <p>-Action For Children. INTENT Session 2 Drugs &amp; 3 Alcohol.</p> <p>-SAFER. Session 1 conflict and unsafe behaviour.</p> <p><b>Careers</b></p> <p>-GCSE Options Guidance.</p> <p>-National Careers Week - Drop Down Day. Meeting employers: Mystery Event.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>PSHCE</b></p> <p>-Keeping your cool (BX).</p> <p>-Consumer Rights</p> <p>-The Pursuit of Perfection (BX)</p> <p>-Global Citizenship &amp; Aid.</p> <p><b>Support Agencies</b></p> <p>Resus - Guernsey CPR</p> <p><b>Economic Well Being</b></p> <p>-Learn How to manage your money.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b>PSHCE</b></p> <p>-BX. Embracing Failure</p> <p>-BX. Knowing your strengths.</p> <p>- Money management</p> <p><b>Outside Agencies</b></p> <p>-Youth Commission. CSE.</p> <p>-Action For Children. INTENT. Session 2 Vaping.</p> <p><b>Careers</b></p> <p>-Deepening your understanding about the Labour market</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>F1. To understand the short and long-term consequences of substance use / misuse, unhealthy relationships etc. How to take a holistic approach and increasing responsibility for their own health and wellbeing.</p> <p>F2. To understand the characteristics and causes of emotional and mental health problems and the symptoms and treatments for some common mental health disorders and how to access help</p> <p>F3. To take increased responsibility for monitoring their own health and wellbeing and know where and how to obtain health information, advice and support (including sexual health services).</p> <p>F4. To have an increasing understanding of STIs, including HIV/ AIDS and know how to protect themselves and others from infection.</p> <p>F5. To know how to give basic first aid and keep themselves and others safe by reducing risk and minimising harm in different settings.</p> <p><b>Relationships</b></p> <p>F6. To recognise the characteristics and benefits of strong, positive, supportive and equal relationships and be able to recognise when a relationship is abusive and know how to access help and support.</p> <p>F7. To understand and respect diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.</p> <p>F8. To develop an awareness of exploitation, domestic abuse, harassment, stalking and all forms of bullying in relationships and know how to respond.</p> <p>F9. To recognise when others are using manipulation, persuasion or coercion and how to respond. Understand the law around consent.</p> <p>F10. To understand how to manage changes in personal relationships including the ending of relationships. Know where to go to access help and support.</p> <p>F11. To understand the use of contraception and the consequences of unintended teenage pregnancy and of teenage parenthood.</p> <p><b>Citizenship</b></p> <p>F2a. To be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.</p> <p>F3a. To understand the nature of rules and laws and the justice system, including the role of the police and the operation of the courts and how the law helps society deal with complex problems.</p> <p>F5a. To consider, evaluate and debate</p> |
| Assumed Prior Knowledge<br>(BBC - <i>Later Stage Cross Phase Elements</i> )<br><br><a href="#">Here.</a> | <p>L1. To make informed choices about health and wellbeing including diet, substance misuse, healthy relationships and dealing with adversity.</p> <p>L2. To recognise the importance of good mental health, recognise the signs of poor mental health and some positive strategies for managing them.</p> <p>L3. To manage growth and change as parts of growing up (including puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence).</p> <p>L4. To recognise that some infections can be spread through sexual activity and that some contraceptives offer protection against certain STIs</p> <p><b>PSHE: Relationships</b></p> <p>L6. To understand the qualities and behaviours to expect and exhibit in a variety of positive relationships. Recognise unhealthy behaviours in relationships and how to seek support.</p> <p>L9. To understand that being pressured, manipulated or coerced to agree to do something you do not want to do is not 'consent' and is not acceptable.</p> <p><b>PSHCE: Citizenship</b></p> <p>L1a. To understand that their opinions count and that they must be listened to when making decisions / changes that affect their school and community.</p> <p>L2a. To be able to participate effectively and respectfully in meaningful debate, justify opinions and recognise bias.</p> <p>L5a. To appreciate how the law impacts on their rights and responsibilities.</p> <p>L7a. To understand the role played by organisations and voluntary groups and the ways in which citizens work together to improve their communities.</p> <p><b>Careers</b></p> <p>L1. To be able to recognise how they are changing, what they have to offer and</p> | <p>L1. To make informed choices about health and wellbeing including diet, substance misuse, healthy relationships and dealing with adversity.</p> <p>L3. 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To understand what fair and equitable means for communities at local and national levels.</p> <p>L7a. To understand the role played by organisations and voluntary groups and the ways in which citizens work together</p> | <p>L1. To make informed choices about health and wellbeing including diet, substance misuse, healthy relationships and dealing with adversity.</p> <p>L2. To recognise the importance of good mental health, recognise the signs of poor mental health and some positive strategies for managing them.</p> <p>L3. To manage growth and change as parts of growing up (including puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence).</p> <p><b>PSHE: Relationships</b></p> <p>L6. To understand the qualities and behaviours to expect and exhibit in a variety of positive relationships. Recognise unhealthy behaviours in relationships and how to seek support.</p> <p>L9. 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To recognise that there is diversity in sexual attraction and developing sexuality and continue to develop tolerance, respect and understanding for difference and diversity.</p> <p>L8. To understand that sexist, homophobic, transphobic and disablist language and behaviour and unacceptable, the need to challenge it and how to do so.</p> <p>L9. To understand that being pressured,</p> | <p>L1. To make informed choices about health and wellbeing including diet, substance misuse, healthy relationships and dealing with adversity.</p> <p>L2. To recognise the importance of good mental health, recognise the signs of poor mental health and some positive strategies for managing them.</p> <p>L3. To manage growth and change as parts of growing up (including puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence).</p> <p><b>PSHE: Relationships</b></p> <p>L6. To understand the qualities and behaviours to expect and exhibit in a variety of positive relationships. 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To consider different levels of intimacy and their consequences, readiness for sex, the benefits of delaying sex and different types of contraception.</p> <p><b>PSHCE: Citizenship</b></p> <p>L1a. To understand that their opinions count and that they must be listened to when making decisions / changes that affect their school and community.</p> <p>L2a. 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To identify different kinds of work and why people's satisfaction with their working lives can change.</p> <p>L6. To describe different businesses and their structures, how they are run and the products and/or services they provide.</p> <p>L7. To be aware of and analyse labour market information (LMI) and how it can be useful.</p> <p>L8. To identify and make the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need.</p> <p>L9. To recognise their own qualities and skills needed for employability.</p> <p>L10. To understand they can be enterprising in the way they learn, carry out work and plan their career</p> | <p>to improve their communities.</p> <p><b><u>Careers</u></b></p> <p>L1. To be able to recognise how they are changing, what they have to offer and what's important to them.</p> <p>L2. 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To identify and make the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need.</p> <p>L9. To recognise their own qualities and skills needed for employability.</p> <p>L10. To understand they can be enterprising in the way they learn, carry out work and plan their career</p> | <p>understanding how much money you have (income) and will need to spend on essentials (expenditure) and choices you can make about any money left over.</p> <p>-Know that people make spending decisions based on their priorities, needs and wants.</p> <p>-Know that things can be paid for in different ways. (e.g. cash, debit cards, credit cards).</p> <p>-Know that children should not buy things online without permission. <i>(e.g. credits in a game).</i></p> <p>-Know some of the benefits of saving, and some of the risks involved in borrowing money. <i>(e.g. not being able to afford the repayments).</i></p> <p>-Know that people have different attitudes to saving and spending money and this can affect their own and others emotions. <i>(e.g. stress through not having enough money to buy the things they need, feeling envious of someone who has more money than them).</i></p> <p>-Know what makes something good value for money.</p> <p>-Know that people's spending decisions can affect others and the environment. <i>(e.g. Fairtrade, buying single-use plastics, giving to charity).</i></p> <p>-Know some of the risks associated with money <i>(e.g. money can be won, lost or stolen)</i> and ways of keeping money safe <i>(e.g. keeping it in a bank).</i></p> <p>-Know the risks involved in gambling and their impact on health and wellbeing.</p> | <p>L5a. To appreciate how the law impacts on their rights and responsibilities.</p> <p>L6a. To understand what fair and equitable means for communities at local and national levels.</p> <p>L7a. To understand the role played by organisations and voluntary groups and the ways in which citizens work together to improve their communities.</p> <p><b><u>PSHE: Economic Well Being</u></b></p> <p>-Know that a budget is a way of understanding how much money you have (income) and will need to spend on essentials (expenditure) and choices you can make about any money left over.</p> <p>-Know that people make spending decisions based on their priorities, needs and wants.</p> <p>-Know that things can be paid for in different ways. 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To be able to recognise how they are changing, what they have to offer and what's important to them.</p> <p>L2. To be able to tell their own story and take responsibility for their own progress, achievements and wellbeing.</p> <p>L4. To describe different ways of looking at people's careers and how they develop.</p> <p>L5. To identify different kinds of work and why people's satisfaction with their working lives can change.</p> <p>L6. To describe different businesses and their structures, how they are run and the products and/or services they provide.</p> <p>L7. To be aware of and analyse labour market information (LMI) and how it can be useful.</p> <p>L8. To identify and make the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need.</p> <p>L9. To recognise their own qualities and skills needed for employability.</p> <p>L10. To understand they can be enterprising in the way they learn, carry out work and plan their career.</p> <p>L11. To understand that they can manage their own money, understand personal financial documents and know how to access financial support for further study and training.</p> <p>L12. To look systematically at the choices and opportunities open to them when they reach a decision point</p> <p>L13. To make important plans and decisions carefully including how to solve problems and deal appropriately with influences on the learner.</p> <p>L14. To understand their rights and responsibilities in a selection process and</p> | <p>equality/fairness in relation to human rights and international law.</p> <p>F6a. To appreciate and evaluate regional and cultural concepts of right/wrong, fair/unfair and be prepared to take responsible action to effect change.</p> <p>F7a. To understand the different ways in which a citizen can contribute to the improvement of their own community including volunteering and other forms of responsible activity.</p> <p><b><u>Careers</u></b></p> <p>L1. To be able to recognise how they are changing, what they have to offer and what's important to them.</p> <p>L2. To be able to tell their own story and take responsibility for their own progress, achievements and wellbeing.</p> <p>L4. To describe different ways of looking at people's careers and how they develop.</p> <p>L5. To identify different kinds of work and why people's satisfaction with their working lives can change.</p> <p>L6. To describe different businesses and their structures, how they are run and the products and/or services they provide.</p> <p>L7. To be aware of and analyse labour market information (LMI) and how it can be useful.</p> <p>L8. To identify and make the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need.</p> <p>L9. To recognise their own qualities and skills needed for employability.</p> <p>L10. To understand they can be enterprising in the way they learn, carry out work and plan their career.</p> <p>L11. To understand that they can manage their own money, understand personal financial documents and know how to access financial support for further study and training.</p> <p>L12. To look systematically at the choices and opportunities open to them when they reach a decision point</p> <p>L13. To make important plans and decisions carefully including how to solve problems and deal appropriately with influences on the learner.</p> <p>L14. To understand their rights and responsibilities in a selection process and</p> |
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## St Sampson’s High School – Personal Development Department – Y9 Curriculum Implementation

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                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>how to access the impartial careers information, advice and guidance that they need.</p> <p>L9. To recognise their own qualities and skills needed for employability.</p> <p>L10. To understand they can be enterprising in the way they learn, carry out work and plan their career</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>the strategies to use to improve their chances of being chosen.</p> <p>L15. To be able to show that they can be positive, flexible and well-prepared Careers at transition points in their life.</p> |
| <p>Key Knowledge and Retention.</p> <p>Entitlement Documents <a href="#">Here</a>. (By The end of KS3)</p> | <p><b>PSHE - Health &amp; Wellbeing</b></p> <p>--Know how to identify risk and manage personal safety in increasingly independent situations.</p> <p>-Know what constitutes a healthy lifestyle and its benefits and know the links between a poor diet and health risks including eating disorders and cancer.</p> <p>-Know how to make informed, independent healthy eating choices.</p> <p>-Know the common triggers &amp; warning signs of unhealthy coping strategies, such as self-harm and eating disorders in themselves and others and how to respond.</p> <p><b>PSHE - Relationships</b></p> <p>-Know how to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary.</p> <p>-Know the importance of stable, committed relationships, including the rights and protections provided within legally recognised marriages and civil partnerships and the legal status of other long-term relationships.</p> <p><b>Support Agencies</b></p> <p>-Know about specific STIs, their treatment and how to reduce the risk of transmission.</p> <p>-Know how to respond if someone has, or may have, an STI (including ways to access sexual health services).</p> <p>-Know how to overcome barriers, (including embarrassment and misconceptions) about sexual health and the use of sexual health services.</p> <p>-Know about choices and support available in the event of an unplanned pregnancy, and how to access help and advice.</p> <p>-Know about diversity in romantic and sexual attraction and developing sexuality, including sources of support and how to access them.</p> <p>-Know the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.</p> <p>-Know how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner.</p> <p>-Know the physical and emotional responses people may have to unintended</p> | <p><b>PSHE- Health &amp; Wellbeing</b></p> <p>-Know what constitutes a healthy lifestyle and its benefits and know the links between a poor diet and health risks including eating disorders and cancer.</p> <p>-Know that it is important to try to balance work, leisure, exercise and sleep in order to lead a healthy lifestyle.</p> <p>-Know that we can be influenced about our health, both positively and negatively, from a variety of different sources (<i>e.g. friends, social media</i>).</p> <p><b>Support Agencies</b></p> <p>-Know how to evaluate misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use.</p> <p>-Know the strategies to manage a range of influences on drug, alcohol and tobacco use.</p> <p>-Know information about alcohol, nicotine (from both vapes and cigarettes) and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</p> <p>-Know the personal and social risks and consequences of substance use and misuse, including occasional use.</p> <p>-Know about the concepts of dependence and addiction, including awareness of help to overcome addictions.</p> <p>-Know how to manage the influence of drugs and alcohol on decision-making within relationships and social situations.</p> <p><b>Careers</b></p> <p>-Know a range of different sources of help and support that are available to them</p> <p>-Know that there are a range of possible jobs available both locally and non-locally</p> <p>-Know that many jobs require learning, skills and minimum qualifications</p> <p>-Know a range of different sectors and organisations where they work</p> <p>-Know a range of ways that organisations undertake recruitment and selection</p> <p>-Know what the labour market is</p> <p>-Know the main learning pathways (<i>university, college, apprenticeships</i>)</p> | <p><b>PSHE- Health &amp; Wellbeing</b></p> <p>-Know how to identify risk and manage personal safety in increasingly independent situations, including the content of the KS3 online safety section of <a href="#">computing entitlement document</a>. (<i>e.g Firework/ &amp; Water Safety &amp; Anti-social Behaviour, Personal Safety</i>).</p> <p>-Know simple strategies to help build resilience to negative opinions, judgements and comments.</p> <p>-Know how we are all unique; that recognising personal strengths build self-confidence, self-esteem and good health and wellbeing.</p> <p>-Know factors that affect wellbeing and resilience. (<i>e.g. life changes, relationships, achievements and employment</i>).</p> <p>-Know the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health.</p> <p>-Know simple strategies to help build resilience to negative opinions, judgements and comments.</p> <p>-Know how to recognise and manage internal and external influences on decisions which affect health and wellbeing.</p> <p>-Know that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</p> <p>-Know how to manage any request or pressure to share an image of themselves or others, and how to get help.</p> <p>-Know about the factors that contribute to young people joining gangs; the social, legal and physical consequences of gang behaviours and of carrying weapons.</p> <p>-Know how to recognise peer influence and to develop strategies for managing it, including online. (<i>the Bystander effect</i>)</p> <p>- Know that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.</p> <p><b>PSHE: Relationships</b></p> <p>-Know about the characteristics and benefits of strong, positive relationships, (<i>mutual support, trust, respect and equality</i>).</p> <p>- Know how to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary.</p> <p>-Know how to evaluate ways in which their behaviours may influence their peers,</p> | <p><b>PSHE - Health &amp; Wellbeing</b></p> <p>-Know how to seek, give, not give and withdraw consent (in all contexts, including online).</p> <p>-Know how to identify risk and manage personal safety in increasingly independent situations.</p> <p>-Know a range of healthy coping strategies to promote wellbeing.</p> <p>-Know how to recognise when they or others need help with their mental health; sources of support and strategies for accessing what they need.</p> <p>-Know the indicators of positive, healthy relationships and unhealthy relationships, including online and the services available to support these.</p> <p>-Know how to develop conflict management skills and strategies to reconcile after disagreements.</p> <p>- Know how to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.</p> <p>-Know that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.</p> <p>-Know how to recognise peer influence and to develop strategies for managing it, including online. (<i>the Bystander effect</i>).</p> <p><b>PSHE: Relationships</b></p> <p>-Know about different types of relationships: families, friendships, romantic or intimate relationships and the factors that can affect them.</p> <p>-Know the indicators of positive, healthy relationships and unhealthy relationships, including online and the services available to support these (<i>Safer, Youth Commission, Action for children</i>)</p> <p>-Know how to further develop the skills of active listening, clear communication, negotiation and compromise.</p> <p>-Know how the media portrays relationships and the potential impact of this on people’s expectations of relationships.</p> <p>-Know the importance of being able to clarify and develop personal values in friendships, love and sexual relationships.</p> <p><b>Support Agencies</b></p> <p>-Know the positive and negative uses of drugs in society including, the safe use of prescribed and over the counter medicines; responsible use of antibiotics.</p> <p>-Know how to evaluate misconceptions,</p> | <p><b>PSHE - Health &amp; Wellbeing</b></p> <p>-Know how to develop conflict management skills and strategies to reconcile after disagreements.</p> <p>-Know that we can be influenced about our health, both positively and negatively, from a variety of different sources (<i>e.g. friends, social media</i>).</p> <p>-Know how the media portrays relationships and the potential impact of this on people’s expectations of relationships.</p> <p><b>PSHE: Economic Well Being</b></p> <p>-Know how to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</p> <p>-Know how to recognise financial exploitation in different contexts e.g. drug and money mules, online scams.</p> <p>-Know how to assess and manage risk in relation to financial decisions that young people might make.</p> <p><b>Careers</b></p> <p>-Know that money and finances will affect their decisions in their life and career</p> <p>-Know how to assess and manage risk in relation to financial decisions that young people might make.</p> | <p><b>PSHE -Health &amp; Wellbeing</b></p> <p>-Know how we are all unique; that recognising personal strengths build self-confidence, self-esteem and good health and wellbeing.</p> <p>-Know factors that affect wellbeing and resilience. (<i>e.g. life changes, relationships, achievements and employment</i>).</p> <p>-Know the impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health.</p> <p>-Know simple strategies to help build resilience to negative opinions, judgements and comments.</p> <p>-Know how to recognise and manage internal and external influences on decisions which affect health and wellbeing.</p> <p><b>PSHE: Economic Well Being</b></p> <p>-Know how to evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions.</p> <p>-Know how to recognise financial exploitation in different contexts e.g. drug and money mules, online scams.</p> <p>-Know how to assess and manage risk in relation to financial decisions that young people might make.</p> <p><b>Support Agencies</b></p> <p>-Know information about alcohol, nicotine (from both vapes and cigarettes) and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</p> <p>-Know the personal and social risks and consequences of substance use and misuse, including occasional use.</p> <p>-Know the law relating to the supply, use and misuse of legal and illegal substances.</p> <p>--Know about different types of relationships: families, friendships, romantic or intimate relationships and the factors that can affect them.</p> <p>-Know the indicators of positive, healthy relationships and unhealthy relationships, including online and the services available to support these (<i>Safer, Youth Commission, Action for children</i>)</p> <p>-Know that sexual attraction and sexuality are diverse.</p> <p>-Know that marriage is a legal, social and emotional commitment that should be entered into freely, and never forced upon</p> |                                                                                                                                                                                                         |

## St Sampson's High School – Personal Development Department – Y9 Curriculum Implementation

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|  | <p>pregnancy; the different options available; whom to talk to for accurate, impartial advice and support.</p> |  | <p>positively and negatively, including online, and in situations involving weapons or gangs(including serious organised crime, including cybercrime).</p> <p>-Know how to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help.</p> <p><b><u>Support Agencies</u></b></p> <p>-Know that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.</p> <p>-Know the impact of sharing sexual images of others without consent.</p> <p>-Know that sexual attraction and sexuality are diverse.</p> <p>-Know the importance of being able to clarify and develop personal values in friendships, love and sexual relationships.</p> <p>-Know how to manage the strong feelings that relationships can cause (including sexual attraction).</p> <p>-Know how to develop conflict management skills and strategies to reconcile after disagreements.</p> <p>-Know about the law relating to sexual consent.</p> <p>-Know how to seek, give, not give and withdraw consent (in all contexts, including online).</p> <p>-Know the impact of sharing sexual images of others without consent</p> <p>-Know how to manage any request or pressure to share an image of themselves or others, and how to get help.</p> <p>-Know the characteristics of abusive behaviours, (e.g.grooming, sexual harassment, sexual and emotional abuse, violence and exploitation), warning signs and how to report abusive behaviours or access support for themselves or others.</p> <p>-Know how to recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied.</p> <p>-Know how to manage any request or pressure to share an image of themselves or others, and how to get help.</p> <p><b>Careers</b></p> <p>-Know the different, aspirational possibilities for themselves in a career</p> <p><b>Aspirations Group Work:</b></p> <p>-Know that there are steps to building a career (<i>e.g. work experience, courses, independent study, building relationships, volunteering</i>)</p> <p>-Know that there are a range of possible jobs available both locally and non-locally .</p> <p>-Know what the labour market is.</p> <p>-Know that when researching education and jobs information, we should use reliable sources.</p> <p>-Know the main learning pathways</p> | <p>social norms and cultural values relating to drug, alcohol and tobacco use.</p> <p>-Know the strategies to manage a range of influences on drug, alcohol and tobacco use.</p> <p>-Know information about alcohol, nicotine (from both vapes and cigarettes) and other legal and illegal substances, including the short-term and long-term health risks associated with their use.</p> <p>-Know the personal and social risks and consequences of substance use and misuse, including occasional use.</p> <p>-Know about the concepts of dependence and addiction, including awareness of help to overcome addictions</p> <p>- Know the personal and social risks and consequences of substance use and misuse, including occasional use.</p> <p>- Know the law relating to the supply, use and misuse of legal and illegal substances.</p> <p>-Know that consent is freely given; that being pressurised, manipulated or coerced to agree to something is not giving consent, and how to seek help in such circumstances.</p> <p>-Know the characteristics of abusive behaviours, (e.g.grooming, sexual harassment, sexual and emotional abuse, violence and exploitation), warning signs and how to report abusive behaviours or access support for themselves or others.</p> <p>-Know the roles and responsibilities of parents, carers and children in families.</p> <p>-Know the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children.</p> <p>-Know about different types of relationships: families, friendships, romantic or intimate relationships and the factors that can affect them.</p> <p>-Know the indicators of positive, healthy relationships and unhealthy relationships, including online and the services available to support these (<i>Safer, Youth Commission, Action for children</i>)</p> <p>-Know the importance of being able to clarify and develop personal values in friendships, love and sexual relationships.</p> <p>-Know how to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.</p> <p>-Know that everyone has the choice to delay sex, or to enjoy intimacy without sex.</p> <p>-Know how to manage the strong feelings that relationships can cause (including sexual attraction).</p> <p>-Know how to develop conflict management skills and strategies to reconcile after disagreements.</p> <p><b>Careers</b></p> <p>-Know that there are a range of possible jobs available both locally and non-locally.</p> <p>-Know what the labour market is.</p> <p>-Know the learning and qualification</p> |  | <p>someone through threat or coercion.</p> <p>-Know how the media portrays relationships and the potential impact of this on people's expectations of relationships.</p> <p>-Know the importance of being able to clarify and develop personal values in friendships, love and sexual relationships.</p> <p>-Know how to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships.</p> <p>-Know that everyone has the choice to delay sex, or to enjoy intimacy without sex.</p> <p>-Know how to manage the strong feelings that relationships can cause (including sexual attraction).</p> <p>-Know how to develop conflict management skills and strategies to reconcile after disagreements.</p> <p><b><u>Careers</u></b></p> <p>-Know there are trends in local labour markets</p> |  |
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## St Sampson's High School – Personal Development Department – Y9 Curriculum Implementation

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                                                                                                                                                                                                                 | ( <i>university, college, apprenticeships</i> ).<br>-Know that many jobs require learning, skills and minimum qualifications.<br>-Know a range of different sectors and organisations where they work.<br>-Know a range of ways that organisations undertake recruitment and selection.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | requirements for jobs and careers that they are interested in.<br>-Know that learning, skills and qualifications are important for a career<br>-Know a range of different sources of help and support that are available to them.<br>-                                                                                                                                                                                                                                                                                                                                                                                                                                    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| Tier 2 Vocabulary                                                                   | Trust, Relationships, Friendship, Reliability, Credibility, Judgement.<br><br>Eat Well Plate: Protein, Carbs etc.<br><br>Pregnancy, Pornography, Sexuality, Impartiality, Guidance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Curiosity, Learning, Discovery, Innovation, Creativity, Performance, Humility, Opportunity.<br><br>Skills, Qualities,`                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Courage, Discomfort, Positivity, Challenge, Self-talk, Self-belief, Tenacity, Determination, Fear, Bravery.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Peer, Avoidance, substances, Classifications, Online, Risk, reward, consequences,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teamwork, Strengths, Self-belief, Growth, Passions, Skills, Development, Reflection, Investment. Failure, Adversity, Reflection, Growth, Learning, Coping, Stress, Resilience, Challenge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |
| Tier 3 Vocabulary                                                                   | Contraception, STI's<br>Compulsory Basic Training (Bikes)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Nicotine,<br><br>Labour Market Information<br>Industry Sectors, Pathways, Post 16, Further Education, Higher Education, Career                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Peer Pressure, Cognitive Development, Dopamine, Cortisol, Prefrontal Cortex.<br><br>Sexting, Consent,<br><br>Industry Sectors, Pathways, Post 16, Further Education, Higher Education, Career                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Coercive Control, Diffusion Of Responsibility, Social Conformity, Peer Pressure,<br><br>Labour Market Information<br>Industry Sectors, Pathways, Post 16, Further Education, Higher Education, Career, Level 2 & 3 Qualifications (GCSE/BTech etc)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Resuscitation, CPOR, Citizenship,Consumer Rights,<br><br>Budgeting, Debit, Credit, Gross Pay, Net Pay, Payslip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Vaping, Nicotine<br><br>Budgeting, Debit, Credit, Gross Pay, Net Pay, Payslip<br><br>Labour Market, Career Pathways, Employability,                                                                                                                      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| Literacy Strategy Focus                                                             | -Using Do Now's to explain what key words in learning intentions are. Ask students to define what the key word is on whiteboards, share amongst tables and select the best definition then check against dictionaries to find/compare the exact definition.<br>-Ask students to identify a synonym for a particular word to check understanding.<br>-'Stop' - if a student needs a word explaining they can say stop when they come across a word they do not understand.<br>-Use of questioning specific students.<br>-Identified Tier 2 and Tier 3 vocab and referenced in lessons.<br>-Explicit instructions within teaching resources to eg Read aloud, use stop if a word is misunderstood.<br>-Specific comment banks in student reports targeting praise and concern regarding Tier 2 and Tier 3 vocabulary.n Unifrog.                                                                                                                                                                                                                                                                                  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| Progression waypoints<br>( <i>Bigger Picture Curriculum <a href="#">Here.</a></i> ) | <b>Health &amp; Wellbeing</b><br><br>F1. To understand the short and long-term consequences of substance use / misuse, unhealthy relationships etc. How to take a holistic approach and increasing responsibility for their own health and wellbeing.<br>F3. To take increased responsibility for monitoring their own health and wellbeing and know where and how to obtain health information, advice and support (including sexual health services).<br>F4. To have an increasing understanding of STIs, including HIV/ AIDS and know how to protect themselves and others from infection.<br><br><b>Relationships</b><br><br>F6. To recognise the characteristics and benefits of strong, positive, supportive and equal relationships and be able to recognise when a relationship is abusive and know how to access help and support.<br>F7. To understand and respect diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.<br>F9. To recognise when others are using manipulation, persuasion or coercion and how to respond. Understand the law around consent.<br>F10. To understand how to manage changes in personal relationships including the ending of relationships. Know where | <b>Health &amp; Wellbeing</b><br><br>F1. To understand the short and long-term consequences of substance use / misuse, unhealthy relationships etc. How to take a holistic approach and increasing responsibility for their own health and wellbeing.<br><br><b>Relationships</b><br>.<br>F9. To recognise when others are using manipulation, persuasion or coercion and how to respond. Understand the law around consent.<br><br><b>Citizenship</b><br><br>F2a. To be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.<br>F5a. To consider, evaluate and debate equality/fairness in relation to human rights and international law..<br>F7a. To understand the different ways in which a citizen can contribute to the improvement of their own community including volunteering and other forms of responsible activity.<br><br><b>Careers</b> | <b>Health &amp; Wellbeing</b><br><br>F1. To understand the short and long-term consequences of substance use / misuse, unhealthy relationships etc. How to take a holistic approach and increasing responsibility for their own health and wellbeing.<br>F2. To understand the characteristics and causes of emotional and mental health problems and the symptoms and treatments for some common mental health disorders and how to access help.<br><br><b>Relationships</b><br><br>F6. To recognise the characteristics and benefits of strong, positive, supportive and equal relationships and be able to recognise when a relationship is abusive and know how to access help and support.<br>F8. To develop an awareness of exploitation, domestic abuse, harassment, stalking and all forms of bullying in relationships and know how to respond.<br>F9. To recognise when others are using manipulation, persuasion or coercion and how to respond. Understand the law around consent.<br>F10. To understand how to manage changes in personal relationships including the ending of relationships. Know where to go to access help and support.<br><br><b>Citizenship</b> | <b>Health &amp; Wellbeing</b><br><br>F1. To understand the short and long-term consequences of substance use / misuse, unhealthy relationships etc. How to take a holistic approach and increasing responsibility for their own health and wellbeing.<br>F2. To understand the characteristics and causes of emotional and mental health problems and the symptoms and treatments for some common mental health disorders and how to access help<br>F3. To take increased responsibility for monitoring their own health and wellbeing and know where and how to obtain health information, advice and support (including sexual health services).<br><br><b>Relationships</b><br><br>F6. To recognise the characteristics and benefits of strong, positive, supportive and equal relationships and be able to recognise when a relationship is abusive and know how to access help and support.<br>F7. To understand and respect diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.<br>F8. To develop an awareness of exploitation, domestic abuse, harassment, stalking and all forms of bullying in relationships and know how to respond.<br>F9. To recognise when others are using manipulation, persuasion or coercion and | <b>Health &amp; Wellbeing</b><br><br>F1. To understand the short and long-term consequences of substance use / misuse, unhealthy relationships etc. How to take a holistic approach and increasing responsibility for their own health and wellbeing.<br><br><b>Relationships</b><br><br>F6. To recognise the characteristics and benefits of strong, positive, supportive and equal relationships and be able to recognise when a relationship is abusive and know how to access help and support.<br>F9. To recognise when others are using manipulation, persuasion or coercion and how to respond. Understand the law around consent.<br>F10. To understand how to manage changes in personal relationships including the ending of relationships. Know where to go to access help and support.<br><br><b>Citizenship</b><br><br>F2a. To be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.<br>F3a. To understand the nature of rules and laws and the justice system, including the role of the police and the operation of the courts and how the law helps society deal with complex problems. | <b>Health &amp; Wellbeing</b><br><br>F1. To understand the short and long-term consequences of substance use / misuse, unhealthy relationships etc. How to take a holistic approach and increasing responsibility for their own health and wellbeing.<br>F2. To understand the characteristics and causes of emotional and mental health problems and the symptoms and treatments for some common mental health disorders and how to access help<br>F3. To take increased responsibility for monitoring their own health and wellbeing and know where and how to obtain health information, advice and support (including sexual health services).<br><br><b>Relationships</b><br><br>F6. To recognise the characteristics and benefits of strong, positive, supportive and equal relationships and be able to recognise when a relationship is abusive and know how to access help and support.<br>F8. To develop an awareness of exploitation, domestic abuse, harassment, stalking and all forms of bullying in relationships and know how to respond.<br>F9. To recognise when others are using manipulation, persuasion or coercion and how to respond. Understand the law around consent.<br>F10. To understand how to manage changes in personal relationships including |  |

## St Sampson's High School – Personal Development Department – Y9 Curriculum Implementation

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|  | <p>to go to access help and support.<br/>F11. To understand the use of contraception and the consequences of unintended teenage pregnancy and of teenage parenthood.</p> <p><b><u>Citizenship</u></b></p> <p>F2a. To be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.<br/>F3a. To understand the nature of rules and laws and the justice system, including the role of the police and the operation of the courts and how the law helps society deal with complex problems.<br/>F7a. To understand the different ways in which a citizen can contribute to the improvement of their own community including volunteering and other forms of responsible activity.</p> | <p>L1. To be able to recognise how they are changing, what they have to offer and what's important to them.</p> <p>L2. To be able to tell their own story and take responsibility for their own progress, achievements and wellbeing.</p> <p>L4. To describe different ways of looking at people's careers and how they develop.</p> <p>L5. To identify different kinds of work and why people's satisfaction with their working lives can change.</p> <p>L6. To describe different businesses and their structures, how they are run and the products and/or services they provide.</p> <p>L7. To be aware of and analyse labour market information (LMI) and how it can be useful.</p> <p>L8. To identify and make the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need.</p> <p>L9. To recognise their own qualities and skills needed for employability.</p> <p>L10. To understand they can be enterprising in the way they learn, carry out work and plan their career.</p> <p>L12. To look systematically at the choices and opportunities open to them when they reach a decision point</p> <p>L13. To make important plans and decisions carefully including how to solve problems and deal appropriately with influences on the learner.</p> | <p>F2a. To be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.<br/>F3a. To understand the nature of rules and laws and the justice system, including the role of the police and the operation of the courts and how the law helps society deal with complex problems.<br/>F5a. To consider, evaluate and debate equality/fairness in relation to human rights and international law.<br/>F7a. To understand the different ways in which a citizen can contribute to the improvement of their own community including volunteering and other forms of responsible activity.</p> <p><b><u>Careers</u></b></p> <p>L1. To be able to recognise how they are changing, what they have to offer and what's important to them. .</p> <p>L6. To describe different businesses and their structures, how they are run and the products and/or services they provide.</p> <p>L7. To be aware of and analyse labour market information (LMI) and how it can be useful.</p> <p>L8. To identify and make the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need.</p> <p>L10. To understand they can be enterprising in the way they learn, carry out work and plan their career.</p> <p>L12. To look systematically at the choices and opportunities open to them when they reach a decision point</p> <p>L13. To make important plans and decisions carefully including how to solve problems and deal appropriately with influences on the learner.</p> | <p>how to respond. Understand the law around consent.<br/>F10. To understand how to manage changes in personal relationships including the ending of relationships. Know where to go to access help and support.</p> <p><b><u>Citizenship</u></b></p> <p>F2a. To be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.<br/>F3a. To understand the nature of rules and laws and the justice system, including the role of the police and the operation of the courts and how the law helps society deal with complex problems.<br/>F5a. To consider, evaluate and debate equality/fairness in relation to human rights and international law.<br/>F7a. To understand the different ways in which a citizen can contribute to the improvement of their own community including volunteering and other forms of responsible activity.</p> <p><b><u>Careers</u></b></p> <p>L1. To be able to recognise how they are changing, what they have to offer and what's important to them.</p> <p>L2. To be able to tell their own story and take responsibility for their own progress, achievements and wellbeing.</p> <p>L4. To describe different ways of looking at people's careers and how they develop.</p> <p>L5. To identify different kinds of work and why people's satisfaction with their working lives can change.</p> <p>L6. To describe different businesses and their structures, how they are run and the products and/or services they provide.</p> <p>L7. To be aware of and analyse labour market information (LMI) and how it can be useful.</p> <p>L8. To identify and make the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need.</p> <p>L9. To recognise their own qualities and skills needed for employability.</p> <p>L10. To understand they can be enterprising in the way they learn, carry out work and plan their career.</p> <p>L12. To look systematically at the choices and opportunities open to them when they reach a decision point</p> | <p>F5a. To consider, evaluate and debate equality/fairness in relation to human rights and international law.<br/>F6a. To appreciate and evaluate regional and cultural concepts of right/wrong, fair/unfair and be prepared to take responsible action to effect change.<br/>F7a. To understand the different ways in which a citizen can contribute to the improvement of their own community including volunteering and other forms of responsible activity.</p> <p><b><u>Careers</u></b></p> <p>L11. To understand that they can manage their own money, understand personal financial documents and know how to access financial support for further study and training.</p> | <p>the ending of relationships. Know where to go to access help and support.</p> <p><b><u>Citizenship</u></b></p> <p>F2a. To be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.<br/>F3a. To understand the nature of rules and laws and the justice system, including the role of the police and the operation of the courts and how the law helps society deal with complex problems.<br/>F5a. To consider, evaluate and debate equality/fairness in relation to human rights and international law.<br/>F7a. To understand the different ways in which a citizen can contribute to the improvement of their own community including volunteering and other forms of responsible activity.</p> <p><b><u>Careers</u></b></p> <p>L4. To describe different ways of looking at people's careers and how they develop.</p> <p>L7. To be aware of and analyse labour market information (LMI) and how it can be useful.</p> <p>L8. To identify and make the most of their personal network of support including how to access the impartial careers information, advice and guidance that they need.</p> <p>L9. To recognise their own qualities and skills needed for employability.</p> |  |
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## St Sampson's High School – Personal Development Department – Y9 Curriculum Implementation

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|                                                                                                                                                                                                                                                                                                                                              |  |  |                                         | L13. To make important plans and decisions carefully including how to solve problems and deal appropriately with influences on the learner. |  |                                  |  |
| Stepped / Formal Assessments:                                                                                                                                                                                                                                                                                                                |  |  | Dopamine, Cortisol, Pre frontal Cortex, |                                                                                                                                             |  | Assessment of Summer 1 Learning. |  |
| <b>Support for students returning from absence</b><br>We have DO NOWs every lesson that recap previous learning<br>For specific topics from external providers (e.g. sexual health) additional sessions are done in the year to catch up any students who missed their session<br>Use of SMIDGE for students to access curriculum while off. |  |  |                                         |                                                                                                                                             |  |                                  |  |