







Curriculum intent (overview) – To deepen students’ skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

Class – 8n Curriculum – Personal Development /Lessons weekly



Year	 2022 – 2023 Autumn 1 Unit 1 Relationships	 2022 – 2023 Autumn 2 Unit 2 Relationships	 2022 – 2023 Spring 1 Unit 3 Living in the Wider World	 2022 – 2023 Spring 2 Unit 4 Health and Wellbeing	 2022 – 2023 Summer 1 Unit 5 Health and Wellbeing	 2022 – 2023 Summer 2 Unit 6 Health and Wellbeing
8	<p>Topic: What makes a good friend? <i>Friendship; feeling lonely; managing arguments</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> How can we make friends with others? How can we recognise when they feel lonely and what they could do about it? How do people behave when they are being friendly? what makes a good friend? What makes a good friend? How can we resolve arguments that can occur in friendships? How can ask for help if a friendship 	<p>Topic: What is bullying? <i>Behaviour; bullying; words and actions; respect for others</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> How can words and actions can affect how people feel? How can you ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe? Why is name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable? How can you respond if this happens in different 	<p>Topic: What jobs do people do? <i>People and jobs; money; role of the internet</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> How do jobs help people earn money to pay for things they need and want? Can you name a range of different jobs, including those done by people they know or people who work in their community)? What different strengths and interests do people have that enable them to do different jobs? How do people use the internet and digital devices in their jobs and 	<p>Topic: What helps us to stay safe? <i>Keeping safe; recognising risk; rules</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> How do rules and restrictions help keep us safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)? Can I identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them How can you resist pressure to 	<p>Topic: What can help us grow and stay healthy? <i>Being healthy: eating, drinking, playing and sleeping</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> How do different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest? How does eating and drinking too much sugar can affect their health, including dental health? How to be physically active and how much rest and sleep you should have every day? 	<p>Topic: How do we recognise our feelings? <i>Feelings; mood; times of change; loss and bereavement; growing up</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> Can you recognise, name and describe a range of feelings? they help people? What helps you to feel good, or better if not feeling good? How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)? How can feelings affect people in their bodies and their

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<p>is making them unhappy? <u>Key Skills and Knowledge:</u> Students should be able to...</p> <ol style="list-style-type: none"> 1. Know how people make friends and what makes a good friendship 2. Know how to recognise when they or someone else feels lonely and what to do 3. Know simple strategies to resolve arguments between friends positively 4. Know how to ask for help if a friendship is making them feel unhappy 5. Know to talk about and share their opinions Talk about growing and changing from young to old and how people’s needs change on things that matter to them 6. 	<p>situations? 5. How do you report bullying or other hurtful behavior to a trusted adult? and the importance of doing so? 6. How do you report online bullying or other hurtful behavior to a trusted adult? and the importance of doing so?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <ol style="list-style-type: none"> 1. Know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online 2. Know about how people may feel if they experience hurtful behaviour or bullying 3. Know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult- how to talk about and share their opinions on 	<p>everyday life? 5 How is the internet useful to search for jobs? 6. What jobs can you find using the internet?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <ol style="list-style-type: none"> 1. Know that jobs help people to earn money to pay for things 2. Know different jobs that people they know or people who work in the community do 3. Know about some of the strengths and interests someone might need to do different jobs 4. Know how the internet and digital devices can be used safely to find things out and to communicate with others 5. Know about the role of the internet in everyday life 6. Know about how the internet is a tool to search for jobs 	<p>do something that makes you feel unsafe or uncomfortable, including keeping secrets? 4. Is everything they see online true or trustworthy? 5. Are there people that can pretend to be someone they are not online? 6. How do I tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <ol style="list-style-type: none"> 1. Know about rules and age restrictions that keep us safe- what rules are, why they are needed, and why different rules are needed for different situations 2. Recognise risk in simple everyday situations and what action to take to minimise harm- that not all information seen online is true 3. Know about how to keep safe at 	<p>4. Do you know different ways to learn and play; how to know when to take a break from screen-time? 5. How does sunshine help your body to grow? and how to keep safe and well in the sun 6 <u>Key Skills and Knowledge:</u> Students should be able to...</p> <ol style="list-style-type: none"> 1. know what keeping healthy means; different ways to keep healthy 2. Know foods that support good health and the risks of eating too much sugar 3. Know how physical activity helps us to stay healthy; and ways to be physically active everyday 4. Know different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV 5. know how to keep safe in the sun and protect skin from sun damage 6. Know about Vitamins in particular D 	<p>behavior? 5. What ways can you manage big feelings and why is it important of sharing your feelings with someone they trust? 6. How can you recognise when you might need help with feelings and how to ask for help when you need it?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <ol style="list-style-type: none"> 1. Know about different feelings that humans can experience 2. To recognise and name different feelings- how to recognise what others might be feeling 3. Know how feelings can affect people’s bodies and how they behave 4. To recognise that not everyone feels the same at the same time, or feels the same about the same things- about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better 5. Know about ways of sharing feelings; a range of words to
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		<p>things that matter to them</p> <p>4. Know about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>5. Know about knowing there are situations when they should ask for permission and also when their permission should be sought- how to listen to other people and play and work cooperatively</p> <p>6. Know about what is kind and unkind behaviour, and how this can affect others- how to treat themselves and others with respect; how to be polite and courteous</p>		<p>home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters</p> <p>4. Know that household products (including medicines) can be harmful if not used correctly</p> <p>5. Know ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>6. Know how to respond if physical contact makes them feel uncomfortable or unsafe- the importance of not keeping adults’ secrets (only happy surprises that others will find out about eventually)- techniques for resisting pressure to do something they don’t want to do and which may make them unsafe- what to do if they feel unsafe or worried for themselves or others; who to ask for help and</p>		<p>describe feelings</p> <p>6. Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p>
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				vocabulary to use when asking for help; importance of keeping trying until they are heard		
Links to Gatsby Benchmarks:						