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

# Class –**Ether Curriculum** – *Personal Development /Lessons weekly*

| Year | 2022 – 2023<br>Autumn 1<br>Unit 1<br>Relationships | 2022 – 2023<br>Autumn 2<br>Unit 2<br>Living in the Wider World | 2022 – 2023<br>Spring 1<br>Unit 3<br>Health and Wellbeing | 2022 – 2023<br>Spring 2<br>Unit 4<br>Relationships | 2022 – 2023<br>Summer 1<br>Unit 5<br>Living in the Wider World | 2022 – 2023<br>Summer 2<br>Unit 6<br>Health and Wellbeing |
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| **Year 12** | **Topic: What is Diversity?**<br>*Diversity, prejudice, and bullying*<br>**Suggested Key Questions:**<br>**1. What are identity, rights and responsibilities?**<br>**2. What is living in a diverse society?**<br>**3. How can you challenge prejudice, stereotypes and discrimination?**<br>**4. What are the signs and effects of all types of bullying, including online?**<br>**5. How can you respond to bullying of any kind, including online?**<br>**6. How can you support others?**<br>**Key Skills and Knowledge:**<br>Students should be | **Topic:Developing skills and aspirations**<br>*Careers, teamwork and enterprise skills, and raising aspirations*<br>**Suggested Key Questions:**<br>**1. How can you be enterprising, including problem-solving?**<br>**2. What is communication, teamwork, leadership, risk-management, and creativity?**<br>**3. Can you i*dentify* broad range of careers and the abilities and qualities required for different careers?**<br>**4. What is equality of opportunity?**<br>**5. How can you** | **Topic: Travel and safety**<br>*Transition to sixth form, personal safety in and outside school, including first aid*<br>**Suggested Key Questions:**<br>**1. Can you identify, express and manage your emotions in a constructive way?**<br>**2. What are the ways to manage the challenges of moving to a new school/college?**<br>**3. How can you establish and manage friendships?**<br>**4. Do you know any personal safety strategies and travel safety, e.g. road, rail and water**<br>**5 How do you** | **Topic: Building relationships**<br>*Self-worth, romance and friendships (including online) and relationship boundaries*<br>**Suggested Key Questions:**<br>**1. How do you develop self-worth and self-efficacy?**<br>**2. What are the qualities and behaviours that relate to different types of positive relationships?**<br>**3. Can you recognise unhealthy relationships?**<br>**4. Can you recognise and challenge media stereotypes?**<br>**5. What can you expect from a romantic relationship?** | **Topic: Financial decision making**<br>*Saving, borrowing, budgeting and making financial choices*<br>**Suggested Key Questions:**<br>**1. What and How can you make safe financial choices?**<br>**2. What is ethical and unethical business practices and consumerism?**<br>**3. What do you know about saving, spending and budgeting?**<br>**4. How can you identify and manage risk-taking behavior?**<br>**5.**<br>**6.**<br>**Key Skills and Knowledge:**<br>Students should be able to…<br>**1 assess and** | **Topic: Health and puberty**<br>*Healthy routines, influences on health, puberty, unwanted contact, and FGM*<br>**Suggested Key Questions:**<br>**1. Can you make healthy lifestyle choices including diet, dental health, physical activity and sleep**<br>**2. How can you manage influences relating to caffeine, smoking and alcohol?**<br>**3. How can you manage physical and emotional changes during puberty • about personal hygiene?**<br>**4. Can you recognise and respond to inappropriate and unwanted contact?** |

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| | able to…<br>1. Tell the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation<br>2. To recognise bullying, and its impact, in all its forms; the skills and strategies to manage being targeted or witnessing others being bullied<br>3 Understand the impact of stereotyping, prejudice and discrimination on individuals and relationships<br>4 understand the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice<br>5. Know the need to promote inclusion and challenge discrimination, and how to do so safely, including online<br>6. | challenge stereotypes, broaden your horizons and identify future career aspirations?<br>6. What's the link between values and career choices?<br>**Key Skills and Knowledge:**<br>Students should be able to…<br>1. further develop and rehearse the skills of team working<br>2. Understand the impact of stereotyping, prejudice and discrimination on individuals and relationships<br>3. show study, organisational, research and presentation skills<br>4. Know the skills and attributes that employers value<br>5. Know the skills and qualities required to engage in enterprise<br>6. Know about different work roles and career pathways, including clarifying their own early aspirations | respond in an emergency situation?<br>6. Do you know basic first aid?<br><br>**Key Skills and Knowledge:**<br>Students should be able to…<br>1. know we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing<br>2. understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment<br>3. Safely and responsibly form, maintain and manage positive relationships, including online<br>4, get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators<br>5. Identify risk and manage personal safety in increasingly | 6. What is consent, and how can you seek and assertively communicate consent?<br>**Key Skills and Knowledge:**<br>Students should be able to…<br>1. know we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing<br>2 To know indicators of positive, healthy relationships and unhealthy relationships, including online- the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online)<br>3. clarify and develop personal values in friendships, love and sexual relationships<br>4. safely and responsibly form, | manage risk in relation to financial decisions that young people might make<br>2. evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions<br>3 about values and attitudes relating to finance, including debt- to manage emotions in relation to money<br>4. the risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling<br>5<br>6. | 5. Do you know about FGM and how to access help and support?<br>6.<br>**Key Skills and Knowledge:**<br>Students should be able to…<br>1. recognise and manage internal and external influences on decisions which affect health and wellbeing<br>2. Know the importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities - recognise and manage what influences their choices about physical activity<br>3. Know the benefits of physical activity and exercise for physical and mental health and wellbeing<br>4. know the importance of sleep and strategies to maintain good quality sleep<br>5. Know the risks and facts associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others |

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| | | | independent situations, including online<br>6. | maintain and manage positive relationships, including online<br>5. 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<br>6. further develop the skills of active listening, clear communication, negotiation and compromise | | who may be at risk, or who have already been subject to FGM<br>6. |
| Links to Gatsby Benchmarks: | | | | | | |