







Class –6.4E Curriculum – Personal Development /Lessons weekly



Year	 2025 – 2026 Autumn 1 Unit 1 Relationships	 2025 – 2026 Autumn 2 Unit 2 Living in the Wider World	 2025 – 2026 Spring 1 Unit 3 Health and Wellbeing	 2025 – 2026 Spring 2 Unit 4 Relationships	 2025 – 2026 Summer 1 Unit 5 Living in the Wider World	 2025 – 2026 Summer 2 Unit 6 Health and Wellbeing
Year 12	<p>Topic: What is Diversity? <i>Diversity, prejudice, and bullying</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. What are identity, rights and responsibilities? 2. What is living in a diverse society? 3. How can you challenge prejudice, stereotypes and discrimination? 4. What are the signs and effects of all types of bullying, including online? 5. How can you respond to bullying of any kind, including online? 6. How can you support others? <p>Key Skills and Knowledge: Students should be able to...</p>	<p>Topic: Developing skills and aspirations <i>Careers, teamwork and enterprise skills, and raising aspirations</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. How can you be enterprising, including problem-solving? 2. What is communication, teamwork, leadership, risk-management, and creativity? 3. Can you identify broad range of careers and the abilities and qualities required for different careers? 4. What is equality of opportunity? 5. How can you challenge stereotypes, 	<p>Topic: Travel and safety <i>Transition to sixth form, personal safety in and outside school, including first aid</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. Can you identify, express and manage your emotions in a constructive way? 2. What are the ways to manage the challenges of moving to a new school/college? 3. How can you establish and manage friendships? 4. Do you know any personal safety strategies and travel safety, e.g. road, rail and water 5 How do you respond in an 	<p>Topic: Building relationships <i>Self-worth, romance and friendships (including online) and relationship boundaries</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. How do you develop self-worth and self-efficacy? 2. What are the qualities and behaviours that relate to different types of positive relationships? 3. Can you recognise unhealthy relationships? 4. Can you recognise and challenge media stereotypes? 5. What can you expect from a romantic relationship? 	<p>Topic: Financial decision making <i>Saving, borrowing, budgeting and making financial choices</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. What and How can you make safe financial choices? 2. What is ethical and unethical business practices and consumerism? 3. What do you know about saving, spending and budgeting? 4. How can you identify and manage risk-taking behavior? 5. 6. <p>Key Skills and Knowledge: Students should be able to... 1 assess and manage risk in</p>	<p>Topic: Health and puberty <i>Healthy routines, influences on health, puberty, unwanted contact, and FGM</i></p> <p><u>Suggested Key Questions:</u></p> <ol style="list-style-type: none"> 1. Can you make healthy lifestyle choices including diet, dental health, physical activity and sleep 2. How can you manage influences relating to caffeine, smoking and alcohol? 3. How can you manage physical and emotional changes during puberty • about personal hygiene? 4. Can you recognise and respond to inappropriate and unwanted contact?

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

<p>1. Tell the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation</p> <p>2. 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>3 Understand the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>4 understand the unacceptability of prejudice-based language and behaviour, offline and online, including sexism, homophobia, biphobia, transphobia, racism, ableism and faith-based prejudice</p> <p>5. Know the need to promote inclusion and challenge discrimination, and how to do so safely, including online</p> <p>6.</p>	<p>broaden your horizons and identify future career aspirations?</p> <p>6. What's the link between values and career choices?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. further develop and rehearse the skills of team working</p> <p>2. Understand the impact of stereotyping, prejudice and discrimination on individuals and relationships</p> <p>3. show study, organisational, research and presentation skills</p> <p>4. Know the skills and attributes that employers value</p> <p>5. Know the skills and qualities required to engage in enterprise</p> <p>6. Know about different work roles and career pathways, including clarifying their own early aspirations</p>	<p>emergency situation?</p> <p>6. Do you know basic first aid?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. know we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>2. understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment</p> <p>3. Safely and responsibly form, maintain and manage positive relationships, including online</p> <p>4, get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</p> <p>5. Identify risk and manage personal safety in increasingly independent situations, including online</p>	<p>6. What is consent, and how can you seek and assertively communicate consent?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. know we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>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)</p> <p>3. clarify and develop personal values in friendships, love and sexual relationships</p> <p>4. safely and responsibly form, maintain and manage positive</p>	<p>relation to financial decisions that young people might make</p> <p>2. evaluate social and moral dilemmas about the use of money, including the influence of advertising and peers on financial decisions</p> <p>3 about values and attitudes relating to finance, including debt- to manage emotions in relation to money</p> <p>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</p> <p>5</p> <p>6.</p>	<p>5. Do you know about FGM and how to access help and support?</p> <p>6. <u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. recognise and manage internal and external influences on decisions which affect health and wellbeing</p> <p>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</p> <p>3. Know the benefits of physical activity and exercise for physical and mental health and wellbeing</p> <p>4. know the importance of sleep and strategies to maintain good quality sleep</p> <p>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 who may be at risk,</p>
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Links to Gatsby Benchmarks:						