







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

## Class – 11e 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 Health and Wellbeing	 2025 – 2026 Summer 2 Unit 6 Living in the Wider World
11	<p><b>Topic:</b> What makes up our identity? <i>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Can you recognise and respect similarities and differences?</li> <li>2. What the range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)?</li> <li>3. How do individuality and personal qualities make up someone's identity (including</li> </ol>	<p><b>Topic:</b> What decisions can people make with money? <i>Money; making decisions; spending and saving</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do people make decisions about spending and saving money and what influences them?</li> <li>2. How do you keep track of money, so you know how much you have to spend or save?</li> <li>3. How do people make choose about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit</li> </ol>	<p><b>Topic:</b> How can we help in an accident or emergency? <i>Basic first aid, accidents, dealing with emergencies</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Can/how you can carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions?</li> <li>2. What could you do if someone has experienced a head injury, they should not be moved</li> <li>3. When it is appropriate to use first aid and the importance of seeking adult help</li> <li>4. What is the importance of remaining calm in</li> </ol>	<p><b>Topic:</b> How can friends communicate safely? <i>Friendships; relationships; becoming independent; online safety</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1 What are the different types of relationships people have in their lives?</li> <li>2. How do friends and family communicate together; how can the internet and social media be used positively?</li> <li>3. How is knowing someone online different from knowing someone face-to-face?</li> <li>4. How do you recognise risk in</li> </ol>	<p><b>Topic:</b> How can drugs common to everyday life affect health? <i>Drugs, alcohol and tobacco; healthy habits</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. How can drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) affect health and wellbeing?</li> <li>2. What drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>3. Why do people choose to use or not use different drugs?</li> </ol>	<p><b>Topic:</b> What jobs would we like? <i>Careers; aspirations; role models; the future</i></p> <p><b>Suggested Key Questions:</b></p> <ol style="list-style-type: none"> <li>1. Are there a broad range of different jobs and can people often have more than one during their careers and over their lifetime?</li> <li>2. Are some jobs paid more than others and some may be voluntary (unpaid)?</li> <li>3. What are the skills, attributes, qualifications and training needed for different jobs?</li> <li>4. What are the different ways into jobs and careers, including college, apprenticeships and university?</li> </ol>

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<p>that gender identity is part of personal identity and for some people does not correspond with their biological sex)?</p> <p>4. What are stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others?</p> <p>5. How can you challenge stereotypes and assumptions about others?</p> <p>6.</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>2. Know that for some people gender identity does not correspond with their biological sex</p> <p>3. Recognise their individuality and personal qualities</p> <p>4. Know about respecting the differences and</p>	<p>cards; loans)?</p> <p>4. How do you recognise what makes something 'value for money'?</p> <p>5. What does this mean to you?</p> <p>6. What are the risks associated with money (can it be won, lost or stolen) and how can money affect people's feelings and emotions?</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>2. Know about the different ways to pay for things and the choices people have about this</p> <p>3. Recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>4. Recognise that people make spending decisions based on priorities, needs and wants</p>	<p>an emergency and providing clear information about what has happened to an adult or the emergency services</p> <p>5</p> <p>6.</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Know about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>2. Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>	<p>relation to friendships and keeping safe?</p> <p>5. What types of content (including images) are safe to share online? What are the ways of seeking and giving consent before images or personal information is shared with friends or family?</p> <p>6. How do you respond if a friendship is making them feel worried, unsafe or uncomfortable? How can you ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety?</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>2 Recognise if a friendship (online or offline) is making them feel unsafe or</p>	<p>5. How does some people, drug use become a habit which is difficult to break?</p> <p>6 How do organisations help people to stop smoking and the support available to help people if they have concerns about any drug use- how can i ask for help from a trusted adult if they have any worries or concerns about drugs</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Know how to make informed decisions about health-. Know about choices that support a healthy lifestyle and recognise what might influence these.</p> <p>2. Know how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>3 Know about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and</p>	<p>5. How do people choose a career/job and what influences their decision, including skills, interests and pay?</p> <p>6. How do you question and challenge stereotypes about the types of jobs people can do?</p> <p><b>Key Skills and Knowledge:</b> Students should be able to...</p> <p>1. Know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>2. know about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>3 know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p>
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	<p>similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>5. Know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>6.</p>	<p>5. Know different ways to keep track of money-identify the ways that money can impact on people's feelings and emotions</p> <p>6. Know about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p>		<p>uncomfortable; how to manage this and ask for support if necessary</p> <p>3. Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>4. Know about seeking and giving permission (consent) in different situations</p> <p>5. Know Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>6. Recognise ways in which the internet and social media can be used both positively and negatively- recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>4. recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>5. know about why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p> <p>6. know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns</p>	<p>4. Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>5. Know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>6. Identify the kind of job that they might like to do when they are older-to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
Links to Gatsby Benchmarks:						

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