







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

Class – 9v Curriculum – Personal Development /Lessons weekly



Year	 2025-2026 Autumn 1 Unit 1 Relationships	 2025-2026 Autumn 2 Unit 2 Health and Wellbeing	 2025-2026 Spring 1 Unit 3 Relationships	 2025-2026 Spring 2 Unit 4 Living in the Wider World	 2025-2026 Summer 1 Unit 5 Health and Wellbeing	 2025-2026 Summer 2 Unit 6 Health and Wellbeing
9	<p>Topic: How can we be a good friend?</p> <p><i>Friendship; making positive friendships, managing loneliness, dealing with arguments</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How friendships support wellbeing and what is the importance of seeking support if feeling lonely or excluded? 2. How can you recognise if others are feeling lonely and excluded and strategies to include them? 3. How can you build good friendships, including identifying qualities that contribute to 	<p>Topic: What keeps us safe?</p> <p><i>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. Can you recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe? 2. How can we help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers? 3. Do you know that your body belongs to you? and should not be hurt or touched without 	<p>Topic: What are families like?</p> <p><i>Families; family life; caring for each other</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)? 2. What are the common features of positive family life? 3. What shared experiences, e.g. celebrations, special days or holidays Might you take part in? 	<p>Topic: What makes a community?</p> <p><i>Community; belonging to groups; similarities and differences; respect for others</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How do you belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups? 2. What is meant by a diverse community; how different groups make up the wider/local community around the school? 3. How does the community helps everyone to feel included and valued 	<p>Topic: Why should we eat well and look after our teeth?</p> <p><i>Being healthy: eating well, dental care</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. What do we eat in a healthy diet and what are the benefits of nutritionally rich foods? 2. How can you maintain good oral hygiene (including regular brushing and flossing) and What is the importance of regular visits to the dentist? 3. How can eating a balanced diet can affect health, including the 	<p>Topic: Why should we keep active and sleep well?</p> <p><i>Being healthy: keeping active, taking rest</i></p> <p>Suggested Key Questions:</p> <ol style="list-style-type: none"> 1. How does regular physical activity benefits bodies and feelings? 2. How can you be active on a daily and weekly basis – how can you balance time online with other activities? 3. Why we make choices about physical activity, including what and who influences decisions? 4. How does a lack of physical activity

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

<p>positive friendships?</p> <p>4. Can friendships sometimes have difficulties? How to manage them when there is a problem or an argument between friends,</p> <p>5. Can I recognise if a friendship is making me unhappy, feel uncomfortable or unsafe and how to ask for support</p> <p>6. Can I resolve disputes and reconcile differences</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>2. Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the</p>	<p>your permission; what to do and who to tell if you feel uncomfortable</p> <p>4. Can you recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)?</p> <p>5. Why do everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products responsibly)?</p> <p>6. What can you do if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns- what to do in an emergency, including calling for help and speaking to the emergency services?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread</p>	<p>4. How should people within families care for each other and what are the different ways they demonstrate this?</p> <p>5 How you ask for help or advice if family relationships are making you feel unhappy, worried or unsafe?</p> <p>6.</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>2. Know that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>3. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family</p>	<p>4. What are the different contributions that people make in our community?</p> <p>5. How can you be respectful towards people who may live differently to them?</p> <p>6.</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. Know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>2. Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>3. Listen and respond respectfully to a wide range of people, including those whose</p>	<p>impact of too much sugar/acidic drinks on dental health?</p> <p>4. How do people make choices about what to eat and drink, including who or what influences these?</p> <p>5. When and where can you ask for advice and help about healthy eating and dental care?</p> <p>6</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. know what keeping healthy means; different ways to keep healthy</p> <p>2. Know foods that support good health and the risks of eating too much sugar</p> <p>3. Know how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>4. Know different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV</p> <p>5. know how to keep safe in the sun</p>	<p>can affect health and wellbeing?</p> <p>5. How does a lack of sleep can affect the body and mood and simple routines that support good quality sleep?</p> <p>6. Where could you seek support in relation to physical activity, sleep and rest and who to talk to if they are worried?</p> <p><u>Key Skills and Knowledge:</u> Students should be able to...</p> <p>1. make informed decisions about health</p> <p>2. Know about the elements of a balanced, healthy lifestyle- Know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>3 Know about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>4. To recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>5. know how regular (daily/weekly) exercise benefits</p>
--	---	--	---	--	---

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

	<p>same principles apply to online friendships as to face-to-face relationships</p> <p>3. know the importance of seeking support if feeling lonely or excluded</p> <p>4. Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>5. Know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>6. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>of infection; the wider importance of personal hygiene and how to maintain it</p> <p>2. Know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>3. know that for some people gender identity does not correspond with their biological sex</p> <p>4. know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>5. Know about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>6. Know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how</p>	<p>members love, security and stability</p> <p>4. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>5.</p> <p>6.</p>	<p>traditions, beliefs and lifestyle are different to their own</p> <p>4. Value the different contributions that people and groups make to the community</p> <p>5. Know about diversity: what it means; the benefits of living in a diverse community.</p> <p>6. Know about valuing diversity within communities</p>	<p>and protect skin from sun damage</p> <p>6. Know about Vitamins in particular D</p>	<p>mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>6. know about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn- know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
--	---	--	--	--	---	--

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

		to contact them and what to say- know about what is meant by first aid; basic techniques for dealing with common injuries ²				
Links to Gatsby Benchmarks:						