

# Curriculum Knowledge Map

## Chorlton High School: Personal Development



**SUCCESSFUL  
CREATIVE  
HAPPY**



Careers and Employability	Cultural Capital	Equality and Diversity	Wellbeing and Community	Character	Digital Safety	
Year 9	AUTUMN		SPRING		SUMMER	
Personal Development Focus	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
<b>Declarative</b> <i>What should they know?</i>	<p><u>SSAT – Student Leadership</u> Developing Myself, Working with Others &amp; Contributing to my Community <b>Character Development: Commitment</b></p> <ul style="list-style-type: none"> <li>To understand the importance of personal growth. Reflection on where they were to where they are now.</li> <li>Explore Commitment – what does it mean and what does it look like?</li> <li>Recall Commitment – what is it? Why is it important?</li> <li>Students should have aspirational ideas of how they will commit to their Personal Development Curriculum and character education for this year.</li> </ul> <p><b>CEIAG:</b> <b>Introduction to CEIAG</b></p> <ul style="list-style-type: none"> <li>Recapping what a career is and why we have CEIAG</li> <li>Broadening our understanding of the types of careers available other than those we already have a personal experience of through family members</li> </ul>	<p><u>SSAT – Student Leadership</u> Developing Myself, Working with Others &amp; Contributing to my Community <b>Character Development: Accountability</b></p> <ul style="list-style-type: none"> <li>To understand the term ‘being accountable’ - what does this mean? Why do we need to take accountability for our actions? How do we take accountability and learn from our mistakes?</li> <li>Develop an understanding of Growth mindset. Develop a positive mindset around failure – recognise that this is not always a terrible thing and evidence that</li> <li>Recall prior information about communication skills – understand that effective communication skills help us to receive and interpret information – this also include communication through written language.</li> </ul> <p><b>Digital Safety:</b></p> <ul style="list-style-type: none"> <li>Online behaviours – information sharing and consent</li> </ul> <p><b>CEIAG:</b></p>	<p><u>SSAT – Student Leadership</u> Developing Myself, Working with Others &amp; Contributing to my Community <b>Character Development: Working Collaboratively</b></p> <ul style="list-style-type: none"> <li>Recall prior knowledge of Leadership and what a good leader looks like.</li> <li>Understand that by working collaboratively in our communities (school and local) we can help other people and develop ourselves.</li> <li>Develop an understanding of how to see things from other people’s perspectives and use this to build positive working relationships with staff, students and members of our communities to work together respectfully.</li> <li>Understand that through the ‘We Excel’ Year 9 Personal Development curriculum students become role models across KS3 to positively influence and motivate others to strive to be the best that we can be.</li> </ul> <p><b>CEIAG:</b></p>	<p><u>SSAT – Student Leadership</u> Developing Myself, Working with Others &amp; Contributing to my Community <b>Character Development: Working as a Community</b></p> <ul style="list-style-type: none"> <li>Develop an understanding of how working as a community respectfully, and how this can help us recognise how we fit in to the world around us.</li> <li>Developing an understanding of how strengthening communities can positively impact our mental wellbeing, through providing social connections, friendship and practical or emotional support.</li> </ul> <p><b>Digital Safety:</b></p> <ul style="list-style-type: none"> <li>How to be a discerning consumer of information online.</li> </ul> <p><b>CEIAG:</b> <b>National Careers Week</b></p> <ul style="list-style-type: none"> <li>Reflecting on the skills that you have already developed and how these link to different careers</li> </ul>	<p><u>SSAT – Student Leadership</u> Developing Myself, Working with Others &amp; Contributing to my Community <b>Character Development: Teamwork</b></p> <ul style="list-style-type: none"> <li>Team Working and Presenting</li> <li>Develop knowledge of how powerful it is to work as a team.</li> <li>Understand that working together as a team facilitates creativity and establishes strong relationships.</li> <li>Recognise that that team working encourages risk taking which helps develop our Growth Mindset.</li> <li>Recall knowledge around Communication skills and why they are important – develop understanding that effective communication skills are linked to effective presentation skills.</li> <li>Develop understanding around the main communication skills we need to be creative, successful and happy.</li> </ul>	<p><u>SSAT – Student Leadership</u> Developing Myself, Working with Others &amp; Contributing to my Community <b>Character Development: Reflection</b></p> <ul style="list-style-type: none"> <li>Develop Reflection techniques to assess the positive and successful journey Year 9 have been on and use this to set aspirational goals for the start of KS4.</li> </ul> <p><b>Digital Safety:</b></p> <ul style="list-style-type: none"> <li>Responsibilities of bystanders to report bullying</li> </ul> <p><b>CEIAG</b></p> <ul style="list-style-type: none"> <li>Reflecting on which careers interest us and which skills we need to develop as a result</li> </ul>

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	<p><b>CEIAG:</b> <b>Understanding CEIAG</b></p> <ul style="list-style-type: none"> <li>Understanding how school learning links to careers</li> <li>Understanding the importance of CEIAG</li> <li>Beginning to develop an awareness of the skills needed for different careers</li> </ul>	<p><b>Creative Careers Week</b></p> <ul style="list-style-type: none"> <li>Understanding the skills needed to work in the creative industries</li> <li>Understanding how labour market information can inform us about jobs available in the local area</li> </ul>	<p><b>STEM Careers Week</b></p> <ul style="list-style-type: none"> <li>Using labour market information to understand what STEM careers are</li> </ul>		<ul style="list-style-type: none"> <li>Develop Active Listening skills – why are they important?</li> </ul> <p><b>CEIAG:</b> <b>Green Careers Week</b></p> <ul style="list-style-type: none"> <li>Reflecting on the skills that you have already developed and how these link the green industry</li> <li>Reflecting on how we can continue to develop our employability skills</li> </ul>	
<p><b>Procedural</b> <i>What should they be able to do?</i></p>	<p><b>Character Development:</b></p> <ul style="list-style-type: none"> <li>Evidence taking ownership of personal development and character development by being committed to the SSAT programme. Setting goals that will evidence success at Bronze, Silver or Gold level.</li> <li>Demonstrate their knowledge of organisation skills in their school, extracurricular and personal lives.</li> <li>Demonstrate their ability to organise their school life for the Autumn half term through planning their extracurricular intentions. This will also demonstrate their commitment to extending their knowledge and understanding/skills.</li> <li>Make a commitment to starting off their Year 9 careers with good punctuality, high effort</li> </ul>	<p><b>Character Development:</b></p> <ul style="list-style-type: none"> <li>Complete tasks that explain the difference between Fixed and Growth Mindset – complete a self-assessment around this.</li> <li>Complete tasks that demonstrate the ability to overcome obstacles and understand the positive values we can learn from others.</li> <li>Take accountability during group work or a team event/project that you have worked hard at to avoid letting your team down.</li> <li>Evidence tasks that have demonstrated students taking accountability for behaviour, learning or character development.</li> <li>Evidence consistent use of communication skills effectively to develop positive relationships.</li> </ul>	<p><b>Character Development:</b></p> <ul style="list-style-type: none"> <li>Evidence understanding of what a good role model means.</li> <li>Be motivators – instil good behaviour – demonstrate and evidence 'BE Ready, BE Respectful and BE Safe' to become a role model to younger peers and leaders of excellence.</li> <li>Take responsibility for behaviour – work to avoid any more behaviour points/sanctions/poor decisions by developing strategies to avoid repetitiveness.</li> <li>Recall the importance of Leadership skills and use these to help others become and/or maintain being respectful and respected in the community.</li> <li>Evidence of actively seeking and demonstrating the</li> </ul>	<p><b>Character Development</b></p> <ul style="list-style-type: none"> <li>Demonstration of contributing to my school community and beyond.</li> <li>Demonstrate awareness of issues that affect our community and take an interest in how to make a difference.</li> <li>Evidence charity work or raising awareness of an issue that is community based.</li> </ul> <p><b>Digital Safety:</b></p> <ul style="list-style-type: none"> <li>Recognise good and bad information shared online and how to differentiate this.</li> <li>Make informed choices about where to access information and how to eliminate information that isn't purposeful.</li> </ul> <p><b>CEIAG:</b> <b>National Careers Week</b></p>	<p><b>Character Development:</b></p> <ul style="list-style-type: none"> <li>Through various tasks, develop written, oral, non-verbal, visual, contextual communication skills.</li> <li>Complete tasks to evidence that we are effective Active Listeners.</li> <li>Ability to use feedback from a presenting scenario to improve communication and persuasion skills.</li> <li>Demonstrate the ability to convince their audience of their beliefs or skills through evidencing use of presentation skills.</li> <li>Evidence of working in a team and taking an active role in leading a team based on their individual hobbies or skills.</li> <li>Evidence of being able to accept responsibility in a team and adapt with flexibility if the team needs.</li> </ul>	<p><b>Character Development</b></p> <ul style="list-style-type: none"> <li>Students should be able to speak proudly of their achievements this year.</li> <li>Students should have evidence that meets the requirement for SSAT accreditation.</li> <li>ALL students should meet Bronze Standard.</li> <li>Some may meet Silver or Gold Standard.</li> <li>Some students will be able to self-assess and peer assess SSAT documentation.</li> <li>Action my own reflections of Year 9 and set aspirational targets for KS4.</li> <li>Students can talk about their successes passionately but also discuss their disappointments to reflect and action on how things could be done differently.</li> </ul> <p><b>Digital Safety:</b></p>

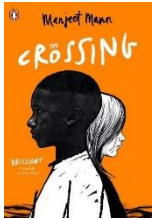
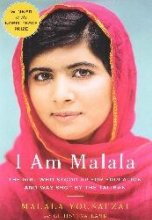
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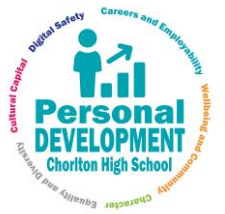
	<p>levels and low behaviour points.</p> <p><b>CEIAG:</b> <b>Understanding CEIAG</b></p> <ul style="list-style-type: none"> <li>Identify which scholar habits/skills that we are developing in school link to employability skills</li> <li>Explain the importance of learning about CEIAG</li> <li>Identify which skills need to be developed ready for the world of work</li> </ul>	<ul style="list-style-type: none"> <li>Communicate effectively and positively in small groups and larger audiences.</li> </ul> <p><b>Digital Safety:</b></p> <ul style="list-style-type: none"> <li>Identify when consent might be needed sharing information online about themselves or others.</li> <li>Be able to ask for consent, or to know how to withdraw consent for the information or image sharing online.</li> </ul> <p><b>CEIAG:</b> <b>Creative Careers Week</b></p> <ul style="list-style-type: none"> <li>Explain which skills are important in the creative industries</li> <li>Give examples of jobs that are in demand in the local area</li> </ul>	<p>ability to help others develop key attributes.</p> <p><b>CEIAG:</b> <b>STEM Careers Week</b></p> <ul style="list-style-type: none"> <li>Explain what a STEM career is</li> <li>Give some information about a job in the STEM industry (eg. Day-to-day tasks, salary, working hours)</li> </ul>	<ul style="list-style-type: none"> <li>Give an example of a skill and how this links to a career</li> </ul>	<p><b>CEIAG:</b> <b>Green Careers Week</b></p> <ul style="list-style-type: none"> <li>Describing which skills you have already developed at school</li> <li>Identifying links between skills and the green industry</li> <li>Explaining how you can develop employability skills further</li> </ul>	<ul style="list-style-type: none"> <li>Identify how not to be a bystander in the online world.</li> <li>Be able to report poor online behaviours or negativity online in an appropriate way.</li> </ul> <p><b>CEIAG</b></p> <ul style="list-style-type: none"> <li>Identifying a career that interests you</li> <li>Explaining which skills you need to work on for this career</li> </ul>
<p><b>Literacy – Form Reading Activities</b></p>	 <p><b>The Crossing</b></p> <p>A trailblazing new novel about two teenagers from opposite worlds; The Crossing is a profound story of hope, grief, and the very real tragedies of the refugee crisis. Natalie's world is falling apart. She's just lost her mum and her brother marches the streets of Dover full of hate and anger.</p> <p><b>Themes:</b> bereavement and loss, economic disadvantage, right wing extremism and the refugee crisis.</p> <p><b>Reading Strategies:</b> <i>The Crossing</i> is a beautiful but heart-breaking story showcasing the variety of struggles experienced by young people all around the world and how with strong friends beside you anything is possible. Students can contextualise many of the themes and relate to own experiences. The poetic structure further engulfs the reader into the lives of the characters.</p>	 <p><b>Long Way Down</b></p> <p>In 'Long Way Down,' The Ghosts Of Gun Violence Chill A Plan For Revenge Jason Reynolds' new book follows a 15-year-old who must make a crucial decision after the murder of his brother, all in the time it takes for an elevator to travel 60 seconds to the ground floor.</p> <p><b>Themes:</b> Grief, Fear, and Cycles of Violence.</p> <p><b>Reading Strategies:</b> This novel challenges student to think carefully about the structure of a novel. Thinking carefully about the writers' craft and why it is effective. Students should be able to independently select relevant reading strategies.</p>	 <p><b>I am Malala</b></p> <p>I AM MALALA is the remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school, and of brave parents who have a fierce love for their daughter in a society that prizes sons.</p> <p><b>Themes:</b> The Freedom of Nonconformity, Education as a Weapon, Finding Strength Through Conflict and Being at Odds with One's Heritage.</p> <p><b>Reading Strategies:</b> This is a non-fiction inspirational novel which students in this year will be able to pick apart and empathise with. Some of the themes within this novel are more challenging, students will spend time using the strategies to break down and discuss these in depth.</p>			

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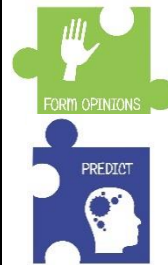


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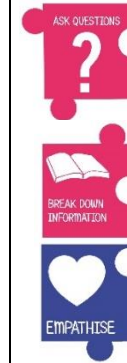
**Empathy** - How do you feel about what you are reading? For example: the topic, characters or situation.

**Relate to own experience** - Can you relate to what you are reading?



**Form opinions** - What do you think about what you are reading?

**Making predictions** - What do you think the text will be about?



**Asking questions** - What questions can you ask yourself, before, during and after reading?

**Break down information** - Can you divide the reading into smaller parts to help make sense of it?

**Empathy** - How do you feel about what you are reading? For example: the topic, characters or situation.

