







SUBJECT: PERSONAL DEVELOPMENT CURRICULUM (PDC)

Year Group	YEAR 9					
Rationale	To develop positive attitudes and values by enhancing pupils' spiritual, moral, social and cultural development through Health Education, Relationships and Sex Education, Citizenship and Careers Education Guidance.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Careers 		PDC - Pupils will be introduced to the qualifications available to them when they leave school.	PDC - Pupils will choose KS4 options, by focusing on making well thought out decisions in relation to their strengths and aspirations. They will hone their independent research skills by looking at specific careers aligned to their strengths and interests and provide a rationale for their options choices. Presentations from local colleges and the Options Market place also provide a greater insight into the opportunities available to them at KS4 and post 16.			PDC/English – Pupils will develop their entrepreneurial skills through participating in 'The Chocolate Project' PDC – During the Review Day, pupils will celebrate through a presentation to their Form Tutor and parent/carers how they have strived to develop their broader skills and qualities by engaging in extra-curricular activities and the wider enrichment curriculum
Citizenship 	PDC - Pupils will participate in the voting of Year Councillors and Whole School Councillors through putting themselves forward and then presenting their reasons for becoming the Form Representative and/or Year Representative. RE – CHECK WITH HOD	PDC - Pupils will consider the issues that matter to them within the Wigan Borough and then vote for a candidate to represent them at the UK Youth Parliament. Geography - Pupils will explore the advantages and disadvantages to the UK that result from immigration by establishing different opinions based on evidence. Students then present their ideas.	History - Pupils will augment their knowledge of the structure of British Government and the process of becoming an MP. They also research some case studies of how a selection of other countries are governed.	PDC - Pupils will explore the issues around a variety of different crimes, such as gun, gang and knife crime, exploitation/controlling relationships, and drugs and alcohol. Students also learn about the laws in relation to those crimes and prison life. Maths – pupils will develop their understanding of the functions and use of money, the importance and practice of	English - Pupils will explore the impact of war on those involved and develop empathy for such events beyond their personal experiences.	



	<p>PDC - Pupils will explore the issues around knife crime and how it can affect their lives and those around them. They gain an insight into the consequences and the role that the police play through courts and tribunals.</p>			<p>budgeting and managing risk. Pupils will participate in a money quiz through developing their knowledge and understanding of finance</p>		
<p>RSE & Health Education</p> 	<p>Drama – Pupils will learn how to recognise the impact that the use of substances (alcohol and drugs) has on the ability to make good and healthy decisions</p> <p>Drama – Pupils will learn about the risks and consequences of legal and illegal substance use including their ability to make good decisions in relation to sexual relationships</p> <p>Drama – Pupils will learn to recognise stereotypes and how they can encourage damage and prejudice</p> <p>Drama – Pupils will learn how to recognise the early signs of mental wellbeing concerns</p> <p>Drama – Pupils will understand the law relating to the supply and possession of</p>	<p>Geography – When studying life in a slum, pupils will develop an understanding about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics</p> <p>Geography – When learning about the one child policy in China, pupils will learn about the sanctity of life, and the significance of this concept in debates about abortion</p> <p>Geography - When studying life in a slum, pupils will gain an understanding about STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p> <p>Geography – Pupils will explore how they have responsibilities</p>	<p>PE – Pupils will learn and carry out basic treatment for common injuries, life-saving skills, including how to administer CPR and the purpose of defibrillators and when one might be needed</p> <p>RE – During the SRE unit, pupils will learn how to be respectful of their own bodies, character and giftedness, including their emerging sexual identity</p> <p>RE – Pupils will learn that they have a right not to have an intimate relationship until the appropriate time and that any level of intimacy which makes them feel uncomfortable is never appropriate</p> <p>RE – Pupils will explore the law in relation to consent, including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the</p>		<p>PE – Pupils will understand the link between physical activity and well-being in particular the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress</p> <p>RE – Through their lessons about the Creation and the nature of humans in Genesis 2, pupils will learn to understand that their uniqueness, value and dignity derive from God and hence, recognise the respect they should have for themselves</p>	<p>RE – During the SRE unit, pupils will learn how to be respectful of their own bodies, character and giftedness, including their emerging sexual identity</p> <p>RE – Through work about caring for the environment and the meaning of stewardship. Pupils will learn about justice, and the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed</p> <p>RE – Through work about caring for the environment and the meaning of stewardship. Pupils will learn how they can be prophetic in their ability to identify injustice and speak out against it locally, nationally and globally, including the recognition of the necessity to accept the unpopularity this often entails</p>




	<p>illegal substances</p> <p>Drama – Pupils will explore the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood</p> <p>Drama – Pupils will develop their understanding of the physical and psychological consequences of addiction, including alcohol dependency</p> <p>Drama – Pupils will learn the facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so</p> <p>Computing – Pupils will know how to use technology safely, including social media and consideration of their “digital footprint” and the law regarding the sharing of images</p>	<p>towards their local, global and national community and creation</p> <p>Geography – When studying about immigration in the UK. Pupils will learn about how discriminatory language and behaviour is unacceptable (e.g. sexist, racist, homophobic, transphobic, disablist) and the need to challenge it and how to do so</p> <p>Geography – When studying immigration in the UK, pupils will learn about the potential tensions between human rights, English law and cultural and religious expectations and practices</p> <p>Geography – When studying about immigration in the UK, pupils will understand that everyone is created unique and equal in dignity (including reference to protected characteristics defined in the Equalities Act 2010)</p>	<p>seeker of consent to ensure that consent has been given.</p> <p>RE – Pupils will learn to recognise that sexuality is a God-given gift and that sexual intercourse is the most intimate expression of human love and should be delayed until marriage</p> <p>RE – Pupils will understand the importance and benefits of delaying sexual intercourse until ready, considering the idea of appropriateness and the importance of marriage</p> <p>RE – Pupils will develop their understanding of different emotions which may emerge in relation to change and loss and strategies to manage them</p> <p>RE – Pupils will explore how marriage is a commitment, entered into freely, never forced through threat or coercion.</p>			<p>RE – Through work about caring for the environment and the meaning of stewardship. Pupils will know and understand how they have responsibilities towards their local, global and national community and creation</p> <p>RE – Through the work about CAFOD, pupils will be able to distinguish ‘needs’ from ‘wants’</p>
<p>RSE & Health Education</p> 		<p>Geography – When exploring the quality of life in Kenya. Pupils will learn about justice, by understanding the impact of</p>	<p>RE – Pupils will gain an understanding of the Church’s teaching on the morality of natural and artificial</p>			



		<p>actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed</p>	<p>methods of managing fertility</p> <p>RE – Pupils will learn about human fertility, methods of managing conception for the purposes of achieving or avoiding pregnancy and the difference between natural and artificial methods</p> <p>RE – Pupils will explore how fertility levels can vary in different people; can be damaged by some sexually transmitted infections and decreases with age (including information on the menopause)</p> <p>RE – Pupils will explore the nature and importance of friendship as the basis of a loving, sexual relationship</p> <p>RE – Pupils will learn to manage changes in personal relationships including the ending of relationships</p> <p>RE – Pupils will develop parenting skills and qualities and their central importance to family life (including the implications of young parenthood)</p> <p>RE – Pupils will learn to recognise when others are using manipulation, persuasion or coercion (and when this is a criminal offence)</p>			
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			<p>e.g. violent behaviour) and how to respond</p> <p>RE – Pupils will explore the impact of domestic and relationship violence (including sources of help and support)</p> <p>RE – Pupils about diversity in sexual attraction and developing sexuality, including sources of support and reassurance and how to access them.</p>			
<p>RSE & Health Education</p> 			<p>RE – Pupils will develop their awareness of exploitation, bullying and harassment in relationships (including the unique challenges posed by online bullying and the unacceptability of physical, emotional, sexual abuse in all types of teenage relationships, including in group settings such as gangs) and how to respond</p> <p>RE – Pupils will understand how consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent', how to seek consent and to respect others' rights, to give, not give or withdraw consent</p> <p>RE – Pupils will explore how that</p>			




			<p>not all images, language and behaviour are appropriate, including the negative effects of pornography and the dangers of online exploitation</p> <p>RE – Pupils will understand the consequences of unintended pregnancy and of teenage parenthood (in the context of learning about parenting skills and qualities and their importance to family life) and the options available.</p> <p>RE – Pupils will gain an understanding about how certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence</p> <p>RE – Pupils will learn about STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk</p>			
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<p>RSE & Health Education</p> 			<p>History – Whilst learning about Nazi war crimes, pupils will learn about discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (Equality Act 2010)</p> <p>History – Pupils will learn about justice, by developing an understanding of the impact of their actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed</p> <p>History – Whilst exploring victims of the Holocaust, pupils will learn to recognise stereotypes and how they can encourage damage and prejudice</p>			
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Areas of the curriculum completed on a rotation throughout Year 9

<p>RSE & Health Education</p> 	<p>SCIENCE</p> <ul style="list-style-type: none"> ▪ Pupils will learn about the science relating to blood, organ and stem cell donation ▪ Pupils will study pathogens and disease, and understand how certain infections can be spread through sexual activity, including HIV, and ways of protecting against sexually transmitted infections, including abstinence ▪ Pupils will study pathogens and disease, and learn about STIs, including HIV/AIDS, how these are transmitted protective practices, including abstinence, and how to respond if they feel they or others are at risk ▪ Pupils will develop an understanding of vaccinations, and the facts and science relating to immunization and vaccination ▪ Pupils will study pathogens and disease, and learn about Human Defence Responses, Antibiotics and Painkillers, personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics ▪ Pupils will learn how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer ▪ Pupils will explore the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood ▪ Pupils will learn the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health
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**RSE &
Health
Education**



PE :

- Pupils will learn about how physical activity can develop self-confidence and self-esteem
- Pupils will learn about discrimination, prejudice and bullying and how to respond, including responsibilities towards those who are experiencing these things (Equality Act 2010) through the context of sport
- Pupils will be encouraged to recognise their personal strengths and qualities
- Pupils are always encouraged to be respectful, able to identify other people's personal space and respect the ways in which they are different, valuing difference and diversity in a sporting context
- Pupils are encouraged to be forgiving, through developing the skills to allow reconciliation in relationships, including the ability to sincerely ask for and to offer forgiveness in a sporting context
- Pupils learn about justice and understand the impact of their sporting actions locally, nationally and globally, including the knowledge and understanding to ensure that such judgements are well-informed

ENGLISH:

- Through exploring a variety of English texts, pupils will learn how to be determined and resilient in the face of difficulty, including the strength of character to stand up for truth and goodness in the face of pressure.