



## Overview plans for academic year 2023-2024

**Subject: Personal Development**

**Year group/cohort: Whole school curriculum plan**

	<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Skills</b>	<b>Assessment</b>	<b>Subject specific literacy</b>	<b>Cross curricular links</b>
	Components (Key concepts)	Composite (Bigger picture)	Components (Key concepts)	Composite (Bigger picture)	What is being assessed, how, and when?	Key Vocabulary	Including Personal Development and SMSC
<b>Autumn Term 1</b>	1) <b>Why Personal Development?</b> Key concept – Personal Development is a vital tool for our students.	1) Although there is no formal exam, our students will be equipped to return to school, enter work or further education if they have positive attitudes to PSHE. This will be achieved through the development of their social and emotional skills.	1) all subjects we study have the common concept that what we do and how we behave impacts those around us and the wider community as well as ourselves.	1) we have a responsibility towards ourselves, the school community and the wider community.	1) skills will be assessed at the end of each unit or formatively depending on the individual teachers' approach.	1) community, wellbeing, values.	1) PSHE topics and the SMSC timetable are closely linked, with visiting speakers coming at times to reflect what students are learning in their PSHE lessons.

<p><b>2) British values</b> – key concept here is that democracy, tolerance and respect for others and their views are the cornerstones of British society.</p>	<p>2) at Acorns we look to ensure all students within the school have a voice that is listened to.</p>	<p>2) key concepts – advantages and disadvantages of democracy, how democracy and the law works in this country in contrast to other forms of government in other countries.</p>	<p>2) we will look at practical examples of democracy – such as the election of a school council and this will help students understand how democracy works.</p>	<p>2) students will demonstrate an understanding of democracy and how it works in Britain and will be able to express an opinion about advantages and disadvantages.</p>	<p>2) key vocabulary – democracy, British values, legal system, school council.</p>	<p>2) students will get the opportunity to participate in a mock trial in HT6 to illustrate how a court works in practice.</p>
<p><b>3) Emotional well-being</b> key concept- happiness is linked to being connected with others</p>	<p>3) understand that something they do / are involved in has a positive/negative effect on others' mental health</p>	<p>3) recognise the common types of mental ill-health</p>	<p>3) to be able to talk about emotions accurately and sensitively, using appropriate vocabulary</p>	<p>3) show the ability to demonstrate that physical exercise, time outdoors, and community participation has a positive impact on my own well-being and that of others</p>	<p>3) anxiety / depression / wellbeing / community.</p>	<p>3) empathy / community/ personal well-being.</p>
<p><b>4) Healthy lifestyles</b> – key concepts are the positive associations between physical</p>	<p>4) the bigger picture here is the characteristics and evidence of what constitutes a healthy lifestyle,</p>	<p>4) key concepts are the science relating to wellbeing, the importance of personal hygiene, the prevention of</p>	<p>4) the bigger picture is the relationship between diet, self-care, screening, hygiene and</p>	<p>4) students will demonstrate a good understanding of the importance of good self-care.</p>	<p>4) diet / wellbeing/ lifestyle/ screening/ hygiene.</p>	<p>4) Paralympian will be visiting school to talk about his healthy lifestyle and the benefits</p>

	activity and the promotion of mental wellbeing as an approach to combat stress.	maintaining a healthy weight including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill health.	infection, antibiotics, good dental health, the maintenance of a healthy diet, the knock on effect of good physical health on mental health and how having a healthy lifestyle can benefit communities.	exercise and disease and emotional wellbeing.			and opportunities this has bought to him.
	<b>5) Road and fire safety</b> – students know how to keep safe on the roads and prevent fires.	5) students can understand what situations present risk and spot hazards.	5) students understand the different types of road users (pedestrians, cyclists, motorists, vehicle passengers), students can refer to methods and measures used to prevent road users from being at risk, students can understand the set of practices intended to reduce destruction caused	5) the bigger picture involves students demonstrating an awareness of practical measures to minimise risk.	5) students' ability to minimise and respond to danger will be assessed.	5) risk, road user, accidents, response, ignition, evacuation.	5) 9/10/23 – visiting speakers from LCC will address the subject of road and fire safety.

	<p><b>6) Black History</b> – key knowledge and understanding is that students know people / events that have shaped black history globally and in the UK – reference to Martin Luther King and the impact of Stephen Lawrence.</p>	<p>6) overall, students can understand the importance of a unified society and the ills and horrors of racism.</p>	<p>by fire, and students can name hazard symbols.</p> <p>6) students can talk about Martin Luther King and Stephen Lawrence and compare society now to society in the 1980s and 1990s with regard to attitudes towards diversity.</p>	<p>6) An awareness of the positive aspects of diversity will be developed.</p>	<p>6) Formative assessment throughout this topic by ascertaining opinions.</p>	<p>6) diversity, multi-culturalism, racism, prejudice, discrimination.</p>	<p>6) link to the Humanities curriculum .</p>
<p><b>Autumn Term 2</b></p>	<p><b>1) Rail safety</b> – key concept in knowledge and understanding is students are aware of the dangers of the railway track – i.e. stand back, stay off the tracks, never walk, bike, board or run along the</p>	<p>1) Overall, students must know how to keep them selves safe on the railway.</p>	<p>1) Students show they are aware of risks on the railway – i.e. train collisions, derailments, trespass, suicides and dangerous goods.</p>	<p>1) Students can demonstrate understanding of railway safety by following railway safety rules.</p>	<p>1) In this module students’ knowledge of railway safety rules will be assessed.</p>	<p>1) Voltage, dangerous goods, accidents, trespass.</p>	<p>1) Material provided by Network Rail will be viewed in lessons.</p>

	<p>tracks and cross only on designated rail crossings.</p> <p><b>2) Safety in the home</b> – students know or understand the key hazards around the home.</p> <p><b>3) Anti- bullying</b> – students must know and be aware of the impact of bullying, know what constitutes bullying and can recognise, report and refuse to engage in bullying.</p> <p><b>4) CPR</b> – key concepts are students know what situations</p>	<p>2) The bigger picture is students must be able to identify potential hazards and minimise risk.</p> <p>3) Overall, students understand that bullying can result in physical injury and social and emotional distress.</p> <p>4) Overall, students should be able to make distinctions between medical</p>	<p>2) Students need to be aware of hazard signs and symbols, evacuation plans in cases of fire, electricity hazards, medication risks and cleaning product hazards.</p> <p>3) Students demonstrate their understanding of this issue by developing social skills such as friendship, empathy and effective anger management.</p> <p>4) Students are given scenarios and they can respond</p>	<p>2) Students can demonstrate an understanding of safety in the home by following basic safety rules.</p> <p>3) The bigger picture is that students develop supportive skills, treat others with kindness, accept difference, and include and help others who may feel marginalised.</p> <p>4) Students can classify a medical situation and respond</p>	<p>2) Knowledge of risk signs will be assessed.</p> <p>3) Throughout this module, students’ willingness to prevent bullying and support others will be assessed.</p> <p>4) Students will be assessed in scenarios.</p>	<p>2) Hazard, medication, minimise, domestic, accident.</p> <p>3) Empathy, support, aggression, kindness, inclusivity, cyberbullying.</p> <p>4) Emergency, defibrillator, administer, injury.</p>	<p>2) SMSC link with community awareness – helping others who maybe vulnerable keep their homes safe.</p> <p>3) Links to Online Safety taught in Spring Term 1.</p> <p>4) Visiting speakers will refer to this topic, British</p>
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	<p>constitute an emergency and what to do, who to call and what information is required. Students will also know what are common injuries and how to treat them.</p> <p><b>5) Alcohol awareness</b> – the key concepts for students will be understanding the reasons why people drink and measuring this against the fact that alcohol abuse and excessive consumption can lead to a wide range of health problems including liver disease, cardiovascular issues, mental</p>	<p>emergencies and routine injuries.</p> <p>5) The bigger picture of knowledge is that students need to be aware that people drink to either increase positive emotions or decrease negative ones.</p>	<p>appropriately. They can illustrate basic treatment for common injuries, can administer CPR and have an awareness of the purpose of defibrillators and when one might be needed.</p> <p>5) Students can show what constitutes excessive alcohol intake by referring to units, students are also aware of the physical and mental effects of excessive alcohol intake.</p>	<p>appropriately. This awareness will show that their skills have developed.</p> <p>5) Underpinning these skills students will need an awareness of what constitutes responsible and irresponsible drinking.</p>	<p>5) Students' knowledge of alcohol units, effects of alcohol consumption, reasons for drinking and the impact on society will be assessed in this module.</p>	<p>5) Excess, intoxication, ASB, underage drinking, units, social drinking, responsible drinking.</p>	<p>Red Cross material can be looked at, links with the Science curriculum will be referred to.</p> <p>5) Link to Anti Social Behaviour and impact on family like.</p>
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	health disorders and an increased risk of cancer.						
<b>Spring Term 1</b>	<p><b>1) Holocaust-</b> the key concept is for the students to understand the timeframe of the Holocaust, what happened and why.</p> <p><b>2) Online Safety</b> – the key concept is that students know how to keep themselves safe online.</p>	<p>1) The bigger picture is that students need to be aware of the scale of the Holocaust.</p> <p>2) The bigger picture is that students are aware of how to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support if they have been affected by those behaviours.</p>	<p>1) Student can show that they know (approximately) how many people died and what were the reasons behind the mass genocide.</p> <p>2) Students show what they know by having a good understanding of their rights, responsibilities and also opportunities online.</p>	<p>1) Underpinning this knowledge will be an awareness of the Nazi “philosophy.”</p> <p>2) An awareness of the issues around over reliance on online relationships including social media underpins this knowledge.</p>	<p>1) Students’ knowledge of the scale of deaths, the concentration camps, the extermination camps and the Nazi “philosophy” will be discussed.</p> <p>2) As well as being assessed on their ability to identify harmful content online, students will need to show that they know the risks associated with sharing data, viewing harmful content and how people may fabricate a specific image of</p>	<p>1) genocide / murder / anti-Semitism / Nazis / fascism, totalitarian regime.</p> <p>2) Data generation / harassment/ online relationships / social media / obsessive comparisons / unhealthy comparisons.</p>	<p>1) Link to History – WW1 and the reasons and circumstances which led to the rise of the Nazi Party.</p> <p>2) Cross – curricular link to ICT in terms of the technology aspect of gathering, collating and sharing data.</p>

	<p><b>3) Drugs</b> – key concepts are what are legal / illegal drugs/ what are the associated dangers of drugs use - including the link to serious mental health conditions</p>	<p>3) The bigger picture is developing an understanding of the law relating to the supply and possession of illegal substances.</p>	<p>3) Students will demonstrate understanding in this topic by being able to discuss the physical and psychological risks associated with being dependent on drugs. Drugs which are prescribed present serious health risks as well and students will need to show an awareness of this.</p>	<p>3) The illicit drugs trade is very lucrative but also incredibly dangerous, and violence, exploitation and county lines are topics which will need to be understood by students.</p>	<p>themselves online.</p> <p>3) Students will need to be aware of the potential dangers of any drug, and this awareness will form the basis of this module.</p>	<p>3) Exploitation/ county lines / illegal / possession / supply.</p>	<p>3) Cross curricular link to Science and the physical dangers of certain drugs and the impact these drugs have on the body.</p>
<p><b>Spring Term 2</b></p>	<p><b>1) Sexting</b> – key concept is that students understand that sexting is the action or practice of sending sexually photographs or messages via mobile phone or</p>	<p>1) The bigger picture here is that the key legislation is the 2015 Serious Crimes Act – students need to understand that sexting is illegal for anyone under the age of 18 in the UK.</p>	<p>1) Students will demonstrate understanding by appreciating that sending sexually explicit photos and videos from one adult to another is not illegal. However, if the adult to adult</p>	<p>1) The bigger picture here involves two concepts. Firstly, sexual communication between adults as long as there is consent is legal. Secondly, if anyone under the age of</p>	<p>1) Students’ knowledge of the term sexting will be assessed at the end of the module as well as the relevant legislation.</p>	<p>1) consent/ communication/ explicit/ impact – emotional/ relationships/ respect.</p>	<p>1) look carefully at exactly what the legislation says on this topic.</p>



	<p>any other device. Students need to appreciate sexting can take three main forms – sexually explicit messages, provocative audio clips, suggestive selfies or videos.</p> <p><b>2) Sex and relationships</b> – overall the students need to be aware as to what is a respectful relationship – what are the characteristics of positive and healthy relationships, stereotypes, types of bullying, types of behaviour, make reference to equality and the 2010 Equality Act.</p>	<p>2) The bigger picture here is, overall, students have an understanding of what constitutes a stable relationship and how this can have a positive impact on child development.</p>	<p>communication is unwanted by the recipient, this could be classed as harassment.</p> <p>2) Key concepts that will be discussed are being safe, contraception, intimate and sexual relationships including sexual health, the law, consent, online and media and the main changes which take place in males and females, and the implications for emotional and physical health, pornography and abortion.</p>	<p>18 is involved in sexting that is illegal.</p> <p>2) Respecting others will underpin all the teaching in this topic. Violence in relationships will be looked at as well as the definition and recognition of rape, sexual harassment and choices permitted by the law around pregnancy.</p>	<p>2) What will be assessed in this module is students' attitude – this will be looked at throughout and at the end of the module – are students emotionally aware and are <b>they in a position to know what to do to play a part in positive, respectful relationships.</b></p>	<p>2) reconciliation / contraception / pornography/ consent / intimate / puberty / equality / respect / rights / responsibilities.</p>	<p>2) Science and the physical changes in the body associated with puberty.</p>
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	<p>3) <b>LGBTQ awareness</b> – the key terms in LGBTQ – lesbian, gay, bisexual, transgender, queer.</p>	<p>3) The key here is that the term LGBTQ may refer to anyone who is non-heterosexual or non-cisgender – students need to be aware that the term cis is used to describe a person whose assigned gender identity matches their sex at birth.</p>	<p>3) Students will show understanding of this topic by showing tolerance, understanding and empathy towards all members of the LGBTQ community.</p>	<p>3) Tolerance, understanding and empathy will underpin good performance in this topic.</p>	<p>3) Students will be assessed on their knowledge of key terms (bisexual / lesbian / homosexual / pansexual / cissexual) and they can show understanding by participating meaningfully in class discussions.</p>	<p>3) bisexual / lesbian / pansexual / transgender. Cissexual.</p>	<p>3) Visiting speakers will hopefully cover this topic and develop SMSC links.</p>
<p><b>Summer Term 1</b></p>	<p><b>1) Anti-Social Behaviour (ASB)</b> – key concepts are students need to be aware of the three types of ASB – personal ASB is when a person targets a specific individual or group. Nuisance ASB is when a person causes trouble, annoyance or</p>	<p>1) The bigger picture is that if students see any type of ASB that puts themselves, their family or their property at risk, they should contact their local police on 999 if it is an emergency or log the incident online.</p>	<p>1) Students need to develop their empathic skills to determine what causes ASB – is it personality related or is ASB caused by people experiencing adverse life situations.</p>	<p>1) Students need to be aware, generally speaking, ASB is behaviour that violates the rights of others.</p>	<p>1) Students will be assessed on their knowledge of the most common form of ASB (noise) and the forms this takes – loud music / banging / DIY at unsocial hours / loud parties / frequent visitors at unsocial hours.</p>	<p>1) vandalism / ASB / police response / impact of ASB / mental health,</p>	<p>1) Visiting speakers – are they available to discuss the community impact of ASB?</p>

	<p>suffering to a community. Environmental ASB is when a person’s actions affect the wider environment such as public spaces or buildings.</p> <p><b>2) Crime and gangs</b> – key concepts here are an understanding of what a crime is – a deliberate act that causes physical or psychological harm, damage to or loss of property and is against the law , Students need to be aware of the different types of crime – eg knife crime, violent crime etc,. Students will also look at organised</p>	<p>2) The bigger picture here will be the impact of crime and gang association on communities. Fear of crime can lead to isolation as people are afraid to go out and this has terrible consequences for community cohesion.</p>	<p>2) Students will show understanding of the issues by being aware of the causes of crime and gang involvement and how communities and the police can work together to reduce criminality and ASB.</p>	<p>2) The bigger picture here involves an awareness of the consequences of committing crime and the likely sanctions for breaking the law.</p>	<p>They will also be able to show an awareness of ASB situations in the community when outcomes have been fatal (Gary Newlove).</p> <p>2) Students will be assessed on their awareness of the causes of crime, what are the most common forms of crime and what is the legal response when crime has been committed. Students will also be assessed on their knowledge of the law for children under 10 who cannot be arrested or charged and consequently</p>	<p>2) crime / ASB / custodial sentence / charge / conviction / criminal record / non-custodial options / preventative.</p>	<p>2) SMSC – possible debate on capital punishment and students’ awareness of the law will be developed throughout a Jack and The Beanstalk play organised by law students at Edge Hill University.</p>
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	<p>criminal gangs and the dangers associated with gang membership and the misery inflicted by gangs on local communities.</p> <p><b>3) Peer Pressure</b> – students will need to know what peer pressure is – ie the process by which members of the same social group influence other members of that group to do things that they may be resistant to, or might not otherwise choose to do.</p>	<p>3) The bigger picture here is peer pressure is often related to influencing bullying behaviours, drinking alcohol and drug use and negative body image.</p>	<p>3) Key to understanding this topic is for students to grasp the concepts which cause teenagers (or, indeed adults) to succumb to peer pressure – a desire to fit in or to avoid rejection by the group and gain social acceptance. Being prone to peer pressure can be caused by hormones, personal/social confusion , anxiety and a lack of structure at home.</p>	<p>3) The bigger picture is, when the causes are identified, the desire to always bow to peer pressure is reduced and the ability to say no is developed so students can resist peer pressure.</p>	<p>cannot be sent to prison.</p> <p>3) Assessment will be focused on students’ ability to think about how they could say no and stand up to and resist peer pressure.</p>	<p>3) succumb / independence / pressure.</p>	<p>3) Likely to be a session on ASB / gangs/crime/ with the police.</p>
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<b>Summer Term 2</b>	<b>1) Citizenship and the law</b> - key concepts are what are my rights and responsibilities as a citizen? / who should govern society?/ what kind of society do I want to live in and what benefits does this have?	The bigger picture is getting students to understand what does it mean to be a citizen of society	Students will show factual and conceptual understanding of legal rights and responsibilities, the justice system, political aspects of diversity, central and local government, the electoral system and the importance of voting, the work of voluntary groups, the role of the press and the world as a global community,	Underpinning all this will be an understanding and tolerance of other cultures and religions.	In summary, students will be assessed throughout the module on their knowledge and understanding of how the UK is governed, its political system and how citizens actively participate in UK society	Equality / national identity / inclusion / voluntary groups/ tolerance / rights / responsibilities / representation/ voting	This topic is key to PSHE along with British values
	<b>2) Water safety</b> – key concepts here are that students can spot dangers with water – i.e. it can be very cold, there maybe hidden currents, it can be difficult	The bigger picture is to follow the water safety code – 1) stop and think – spot dangers 2) stay together if in a group, 3) in an emergency, float	Students will show what they know by encountering a scenario in water and being able to identify the dangers.	An awareness of the potentially fatal power of the water will underpin this topic.	Students knowledges of the potential hazards of entering water will be assessed through questioning and scenario based tasks.	Danger / hazards/ emergency	The physiological issues associated with cold water shock will be looked at.

	<p>to get out (slippery banks), it can be deep, there maybe hidden rubbish – e.g. shopping trolleys, broken glass, there maybe no lifeguards, it is difficult to estimate depth, it maybe polluted and it may make you ill.</p> <p><b>3) British Values</b>          – the key concept is what makes up British values – democracy, fairness, the law, the role of the Royal Family in contemporary society</p>	<p>4) at inland water sites ask for the Fire Service and the Coastguard at the beach after having rung 999.</p> <p>3) The bigger picture is what are actions we at Acorns can take to promote British values</p>	<p>3) The components when looking at British values are what are the advantages and disadvantages of democracy, how does democracy and the law work in Britain, do students have a voice in school which is listened to, and promote democratic processes in school such as the school</p>	<p>3) Students need to show an ability to argue and defend a viewpoint – freedom of thought being a key British value, students will also need to articulate their opinion on the Royal Family and defend and justify their viewpoint</p>	<p>3) Students will be assessed on their ability to argue and defend their view throughout the module and at the end they will be assessed on their answer to “what is British values “</p>	<p>3) democracy, the law, government, council, proportional representation, fundamental.</p>	<p>3) mock law court will be set up through Jack and the Beanstalk play to actively demonstrate British values and the rule of law.</p>
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			council where student voices are represented and members are democratically elected by the students.				
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**Subject Information including exam board details:**

There is no external exam with PSHE

**Careers linked to this subject area:**

Concepts in PSHE can be applicable to all careers.

**Enrichment Opportunities:**

Visiting speakers, learning through role play, pair work and groupwork, listening to others' opinions, articulating a point of view and justifying the viewpoint.