

The Big Picture: Y7 introduces students to the six core questions around which our curriculum progression model is based. They build upon the foundations laid at Key Stage 2 where students have begun to take personal responsibility for their own safety and to manage the physical and emotional changes associated with puberty. Individual Development also gives them further opportunities to make an active contribution to the school and wider community and introduces them to wider world experiences.

Intent: To provide all students with the knowledge, skills and understanding to navigate an ever changing world and the topics taught equip students with the skills and knowledge to achieve a safe, happy and fulfilling life, both now and in the future.

Students will be taught how to reflect upon their own thoughts, feelings, interests and talents in order to develop their awareness of themselves as individuals and as members of the wider community.

Students will gain knowledge about

- what it means to be part of a community
- what it means to be healthy
- the importance of respect and tolerance in all relationships
- how they can stay safe

Students will understand that they have both rights and responsibilities within the community and their other relationships. They will also be taught that ID is an ongoing journey that will continue to develop throughout their lives and that as individuals, their ideas and beliefs will change and develop as they have new experiences and face new challenges.

Implementation:

Individual Development is delivered by form tutors through a sequenced programme that builds on prior learning as pupils progress through school. There are six topics each of approximately six weeks based around a core question. Weekly curriculum lessons are supplemented by tutor sessions, assemblies and drop down days. Class and group discussions, literacy tasks, role play and creative work will be used to develop learning. Students’ revision skills will be developed through half termly assessment tasks.

The Core questions are

1. How can I be Healthy?
2. Where will I go in the Future?
3. Where do I fit in?
4. How can I stay safe?
5. Which relationships are important to me?
6. How do I manage in a digital world?

Key Assessments:

Baseline assessment tasks for each core question revisited as part of an endpoint assessment.

Confidence checker assessment tasks

Half termly knowledge tests for each core question.

Autumn Term

Transition - Health and puberty
Developing skills and aspirations

Spring Term

Diversity
Personal Safety

Summer term

Building Relationships
Financial Decision Making

Impact:

Students will be able to manage the changes that they face including the transition to secondary school, adolescence and increasing independence.

Students will have the knowledge and skills to equip them for the opportunities and challenges of life.

Students will learn strategies which will enable them to manage

- diverse relationships
- their online lives
- the increasing influence of peers
- the influence of the media.

Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y6)	Future learning (Y8)
Transition Health and puberty Healthy routines, influences on health, puberty, unwanted contact.	To use healthy coping strategies To identify emotions To make decisions	<ul style="list-style-type: none"> • What effects physical and emotional health • The benefits of good hygiene including dental • The importance of a balanced diet • The importance of sleep 	Healthy Me Includes self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies
Developing skills and aspirations Study Skills, Careers, teamwork and enterprise skills, and raising aspirations	Study skills Target setting Employability skills Teamwork Leadership	<ul style="list-style-type: none"> • Post 14 Options and education pathways Post 16 • Different types of work • Career Sectors • LMI for Shropshire 	Dreams and Goals Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society	Community & Careers Equality of opportunity in careers and life choices, and different types and patterns of work
Diversity Diversity, prejudice, and bullying	Recognising bullying How to be an upstander How to report abuse How to manage and report bullying How to support peers to access support	<ul style="list-style-type: none"> • Similarities and differences among people of different race, culture, ability, sex, gender identity, age and sexual orientation. • The impact of stereotyping, prejudice & discrimination • Bullying • Unacceptable behaviour and language • Promoting inclusion & challenging discrimination 	Being Me in My World Includes understanding my own identity and how I fit well in the class, school and global community. Celebrating Difference Includes anti-bullying (cyber and homophobic bullying included)	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia
Safety Personal safety in and outside school, including first aid	How to make an emergency call How to use the recovery position How to carry out CPR How to give first aid for minor injuries such as bleeding	<ul style="list-style-type: none"> • What risk means • Types of First Aid and the recovery position • How and when to use CPR • Risks of drug, tobacco and alcohol use • How to stay safe on roads and railways 	Healthy Me Includes drugs and alcohol education	Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use

Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y6)	Future learning (Y8)
Building relationships Self-worth, romance and friendships (including online) and relationship boundaries, FGM	How to identify positive things about themselves and others How to negotiate in a relationship and when it is necessary to assert their values How to recognise when someone needs help managing unhealthy relationships or risky online behaviours How to negotiate within relationships eg with friends, parents/carers To explain how anyone’s body image might be affected by gender stereotyping To explain how consent is sought, given and not given in a healthy relationship	<ul style="list-style-type: none"> • The features of a healthy relationship and recognise the signs of an unhealthy relationship • The pressures on relationships and their changing nature • What rights and responsibilities mean in relationships • How gender roles have changed over time. • To understand what consent means and why it is so important • What FGM is and that it is illegal in the UK (and that it is also a criminal offence to take a UK citizen abroad for the purpose of FGM (whether or not it is lawful in the country the girl is taken to)) • Where and how to get help and support 	Relationships Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss Changing Me Includes Relationships and Sex Education	Identity & Relationships Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception
Financial decision making Saving, borrowing, budgeting and making financial choices	To make informed financial decisions To evaluate risk in financial decision making	<ul style="list-style-type: none"> • Different types of payment methods • Interest & Debt • The economy and how it works • The risks associated with financial decisions • The impact of financial decisions on wellbeing 	Celebrating Difference Includes anti-bullying (cyber and homophobic bullying included)	Digital literacy Online safety, digital literacy, media reliability, and gambling hooks

The Big Picture Y8 continues to focus on the six core questions around which our curriculum progression model is based. They build upon the foundations laid in Year 7 where students have begun to take greater responsibility for their own safety and are able to manage the physical and emotional changes associated with puberty. Individual Development also gives them further opportunities to make an active contribution to the school and wider community through community action and introduces them to wider world experiences.

Intent: To provide all students with the knowledge, skills and understanding to navigate an ever changing world and the topics taught equip students with the skills and knowledge to achieve a safe, happy and fulfilling life, both now and in the future.

Students will be taught how to reflect upon their own thoughts, feelings, interests and talents in order to develop their awareness of themselves as individuals and as members of the wider community.

Students will gain knowledge about

- what it means to be part of a community
- what it means to be healthy
- the importance of respect and tolerance in all relationships
- how they can stay safe

Students will understand that they have both rights and responsibilities within the community and their other relationships. They will also be taught that ID is an ongoing journey that will continue to develop throughout their lives and that as individuals, their ideas and beliefs will change and develop as they have new experiences and face new challenges.

Implementation:

Individual Development is delivered by form tutors through a sequenced programme that builds on prior learning as pupils progress through school. There are six topics each of approximately six weeks based around a core question. Weekly curriculum lessons are supplemented by tutor sessions, assemblies and drop down days. Class and group discussions, literacy tasks, role play and creative work will be used to develop learning. Students’ revision skills will be developed through half termly assessment tasks.

The Core questions are

1. How can I be Healthy?
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4. How can I stay safe?
5. Which relationships are important to me?
6. How do I manage in a digital world?

Key Assessments:

Baseline assessment tasks for each core question revisited as part of an endpoint assessment.

Confidence checker assessment tasks

Half termly knowledge tests for each core question.

Autumn Term

Emotional Wellbeing
Community & Careers

Spring Term

Discrimination
Drugs & Alcohol

Summer term

Identity & relationships
Digital literacy

Impact:

Students will be able to manage the changes that they face including the transition to secondary school, adolescence and increasing independence.

Students will have the knowledge and skills to equip them for the opportunities and challenges of life.

Students will learn strategies which will enable them to manage

- diverse relationships
- their online lives
- the increasing influence of peers
- the influence of the media.

Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y7)	Future learning (Y9)
Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use	Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	<ul style="list-style-type: none"> The influence of drugs and alcohol on decision-making within relationships and social situation Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use The personal and social risks and consequences of substance use and misuse including occasional use 	Safety Personal safety in and outside school, including first aid	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation
Identity & Relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	To identify signs of abuse and coercion in personal relationships To develop skills to resist peer pressure How to ask someone for their consent without putting them under pressure.	<ul style="list-style-type: none"> The key differences between sex and relationships. About power and control in personal relationship. That no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal. To understanding of a person's right to say no and to have their decision respected; and that they do not have to justify it. Different types of contraception and how it protects from pregnancy Methods of contraception which protect from STIS 	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries, FGM	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Suggest a variety of ways to keep online data secure List signs a person may have developed problems with gambling Explain ways to help someone who is displaying characteristics of at-risk gambling.	<ul style="list-style-type: none"> Some information is private and that some is safe to share publicly online The risks of oversharing personal information on social media Know why someone might be tempted or deceived into becoming a money mule and evaluate ways to prevent being drawn in to fraudulent actions Identify common gambling stereotypes the factors that influence decisions about what film and online content is appropriate for young people 	Financial decision making Saving, borrowing, budgeting and making financial choices	Employability skills Employability and online presence

Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y7)	Future learning (Y9)
Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use	Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers	<ul style="list-style-type: none"> The influence of drugs and alcohol on decision-making within relationships and social situation Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use The personal and social risks and consequences of substance use and misuse including occasional use 	Safety Personal safety in and outside school, including first aid	Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation
Identity & Relationships Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	To identify signs of abuse and coercion in personal relationships To develop skills to resist peer pressure How to ask someone for their consent without putting them under pressure.	<ul style="list-style-type: none"> The key differences between sex and relationships. About power and control in personal relationship. That no one has the right to intimidate someone into giving their 'consent' (as such an agreement is not consent) and that sexual activity following such a threat is illegal. To understanding of a person's right to say no and to have their decision respected; and that they do not have to justify it. Different types of contraception and how it protects from pregnancy Methods of contraception which protect from STIS 	Building relationships Self-worth, romance and friendships (including online) and relationship boundaries, FGM	Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography
Digital literacy Online safety, digital literacy, media reliability, and gambling hooks	Suggest a variety of ways to keep online data secure List signs a person may have developed problems with gambling Explain ways to help someone who is displaying characteristics of at-risk gambling.	<ul style="list-style-type: none"> Know some information is private and that some is safe to share publicly online The risks of oversharing personal information on social media Know why someone might be tempted or deceived into becoming a money mule and evaluate ways to prevent being drawn in to fraudulent actions Identify common gambling stereotypes the factors that influence decisions about what film and online content is appropriate for young people 	Financial decision making Saving, borrowing, budgeting and making financial choices	Employability skills Employability and online presence

The Big Picture: Y9 further develops knowledge and skills based on the six core questions around which our curriculum progression model is based. They build upon the foundations laid in Years 7 and 8 where students have learned how to take personal responsibility for their own safety and to manage the physical and emotional changes associated with puberty. In Year 9 students develop the skills and knowledge to make decisions about their future educational options and career choices and spend time developing the skills needed to manage changing relationships. Individual Development also gives them further opportunities to make an active contribution to the school and wider community and introduces them to wider world experiences.

Intent: To provide all students with the knowledge, skills and understanding to navigate an ever changing world and the topics taught equip students with the skills and knowledge to achieve a safe, happy and fulfilling life, both now and in the future.

Students will be taught how to reflect upon their own thoughts, feelings, interests and talents in order to develop their awareness of themselves as individuals and as members of the wider community.

Students will gain knowledge about

- what it means to be part of a community
- what it means to be healthy
- the importance of respect and tolerance in all relationships
- how they can stay safe

Students will understand that they have both rights and responsibilities within the community and their other relationships. They will also be taught that ID is an ongoing journey that will continue to develop throughout their lives and that as individuals, their ideas and beliefs will change and develop as they have new experiences and face new challenges.

Implementation:

Individual Development is delivered by form tutors through a sequenced programme that builds on prior learning as pupils progress through school. There are six topics each of approximately six weeks based around a core question. Weekly curriculum lessons are supplemented by tutor sessions, assemblies and drop down days. Class and group discussions, literacy tasks, role play and creative work will be used to develop learning. Students’ revision skills will be developed through half termly assessment tasks.

The Core questions are

1. How can I be Healthy?
2. Where will I go in the Future?
3. Where do I fit in?
4. How can I stay safe?
5. Which relationships are important to me?
6. How do I manage in a digital world?

Key Assessments:

Baseline assessment tasks for each core question revisited as part of an endpoint assessment.

Confidence checker assessment tasks.

Half termly knowledge tests for each core question.

Autumn Term

Healthy lifestyles
Setting Goals

Spring Term

Respectful relationships
Peer influence, substance use & gangs

Summer term

Intimate relationships
Employability Skills

Impact:

Students will be able to manage the changes that they face including the transition to secondary school, adolescence and increasing independence.

Students will have the knowledge and skills to equip them for the opportunities and challenges of life.

Students will learn strategies which will enable them to manage

- diverse relationships
- their online lives
- the increasing influence of peers
- the influence of the media.

Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y8)	Future learning (Y10)
Healthy lifestyles Diet, exercise, lifestyle balance and healthy choices, and first aid	To develop strategies for ensuring appropriate sleep patterns understand that pressures can impact on our thoughts and feelings To develop strategies to challenge appearance ideals, resist appearance pressures and build body confidence To build media literacy To take increased responsibility for physical health, including testicular self-examination	<ul style="list-style-type: none"> • The impact of sleep on health and wellbeing • Healthy sleep patterns and factors which can reduce sleep quality • That we have a choice as to how we react to feelings. • To make informed healthy eating choices • The concept of appearance ideals and where pressure to achieve them comes from. • That comparing themselves to images in media because the images often promote appearance ideals in order to sell us products and services. 	Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies	Mental health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change
Setting goals Learning strengths, career options and goal setting as part of the GCSE options process	Identify personal strengths How to relate strengths and interests to future Careers	<ul style="list-style-type: none"> • How to create an action plan • About GCSE options subject choices • The way GCSE subjects link to future jobs and career sectors • The range of jobs within career sectors is be varied • About jobs in demand in the local Labour market and that the labour market is changing. 	Community & Careers Equality of opportunity in careers and life choices, and different types and patterns of work	Preparing for the world of work Preparation for work experience and readiness for work
Respectful relationships Families and parenting, healthy relationships, conflict resolution, and relationship changes	Analyse attitudes to marriage To identify positive and negative impact of conflict Strategies to resolve and manage conflict	<ul style="list-style-type: none"> • Different types of family and the roles of family members. • The changes in family roles since the 1950s • The legal rights of people in different forms of long-term commitments • Key rights that children and young people have under the United Nations Convention on the Rights of the Child • What conflict is, how conflict arises and affects people 	Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	Addressing extremism and radicalisation Communities, belonging and challenging extremism

Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y8)	Future learning (Y10)
<p>Peer influence, substance use and gangs Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p>	<p>Strategies for managing pressure to carry a weapon Strategies for managing pressure to join a particular group or gang Strategies for resisting the pressure to use drugs/ alcohol How to access appropriate support</p>	<ul style="list-style-type: none"> • Laws relating to the carrying of offensive weapons (including what might motivate someone to carry one and the range of consequences) • The difference between friendship groups and gangs (including the risks posed by membership of gangs on individuals, families and communities) • The health risks associated with occasional and problematic substance use • Myths related to cannabis use and drinking alcohol • The legal terms ‘possession’, ‘supply’ and ‘intent to supply’ in relation to drugs • The short- and long-term legal consequences of being found in possession of, using, selling or supplying different classes of drugs 	<p>Drugs and Alcohol Alcohol and drug misuse and pressures relating to drug use</p>	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media</p>
<p>Intimate relationships Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p>	<p>How to use a condom To feel more confident to talk about these issues and know where/who they can talk to if/when needed.</p>	<ul style="list-style-type: none"> • Sex and the law • It is wrong to assume someone is giving consent • Legal definitions of freedom and capacity to consent • That for someone to try to make another person more vulnerable or to mislead that person to make them trust them can be a very serious crime • Myths and misconceptions concerning contraception and condoms • The main STIs, signs and symptoms. • Understand of how porn is produced • The laws surrounding pornography, including access, distribution and creation. • The risks of sending, sharing or passing on sexual images 	<p>Identity & Relationships Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception</p>	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography</p>
<p>Employability skills Employability and online presence</p>	<p>Identify personal skills and interests Identify and develop transferrable skills</p>	<ul style="list-style-type: none"> • Different types of qualifications • The benefits and costs of HE • How extra-curricular activities help to develop employability skills • What are CVs 	<p>Digital literacy Online safety, digital literacy, media reliability, and gambling hooks</p>	<p>Financial decision making The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p>