NKS Personal Development Curriculum Map 2021

The purpose of studying Personal Development at NKS is to educate our students how to manage their academic, personal and social lives in a positive way. As they seek to embrace the challenges of creating a happy and successful adult life, students need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We aim to empower them with that knowledge helping them to prepare for the opportunities, responsibilities and experiences of adult life and through doing so promote the spiritual, moral, social, cultural, mental and physical development of our students, at school and in society. We teach the subject with respect for students' backgrounds and beliefs and we continually strive to adapt our content and delivery to ensure our students are well-equipped to deal with changing trends in society. In addition to the continuous risk areas of drugs, alcohol, intimate relationships and sex, we prioritise areas that emerge to have a significant impact on society *i.e.* knife crime and mental health

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Year 7

Prior to joining NKS students will have studied age-specific material relating to families, friendships, online and real-life relationships, staying safe, mental and physical health, changing adolescent body as set out in the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Our curriculum builds on and extends this by progressing the students' knowledge and understanding in line with the typical academic and personal demands on their particular age group. This meets the criteria set out in the Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education, and the nature of the school calendar.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Content – Knowledge and Understanding Skills and concepts	Covid in the Media	Families	Respectful Relationships, including friendships	Health and prevention	The World Today	Planning for the Future
	Discuss the importance of reliable reporting.	• that there are different types of committed, stable relationships.	• the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.	**Mental Health**	How and why we need to know what's going on	**What is a career?**
	How can we know reporting is reliable?	• how these relationships might contribute to human happiness and their importance for bringing up children.		What is mental health?	Types of media	• Introduction to Unifrog
	Look at sensationalist headlines – what audience are these headlines aimed at?			Why is it important to understand mental health?	Sorting the truth from the headlines	• Skills 4 Careers task
				Case studies of young people	Comparison of news reporting	• Career Terminology
	Analyse a tabloid story on Covid 19 to determine how much of it is fact.	• what marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony.		**Emergencies**	Important and topical issues.	• Careers Treasure Hunt
	How can we avoid worrying after reading/watching a sensationalised news story?		• practical steps they can take in a range of different contexts to improve or support respectful relationships.	What to do in an emergency		• Action Plan
				Basic first Aid		• All resources can be found on Unifrog
	Internet Safety and Harms	• why marriage is an important relationship choice for many couples and why it must be freely entered into.	• how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).	**Covered in Y10 Biology**		
	Discuss the full gambit of E-Safety issues formally, with written assessment through an E-Safety brochure.			*• about personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics.*		
		• the characteristics and legal status of other types of long-term relationships.				
			• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.	*• about dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist.*		
		• the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.				
				Healthy eating		
				• how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer.		
		• how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.	• the facts and science relating to immunisation and vaccination.		
				• the importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn.		
			• that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.			
			• what constitutes sexual harassment and sexual violence			

| | | | and why these are always unacceptable.

• the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal. | | | |
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Year 8

Our Y8 curriculum builds on and extends the work done in Y7 by progressing topics to more age-appropriate content and delivery while adding new topics to give students a level of cultural capital and growing their confidence in becoming active and useful members of society.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding Skills and concepts	**Black Lives Matter** History of black community integration into UK society The Windrush scandal BLM in the news: Edward Colston; Winston Churchill… What the George Floyd incident tells us about institutionalised racism **Resources can be found here:** https://blacklivesmatter.com/ *Internet safety and harms* *(Delivered in IT)* *Unit 3 - Password security – as part of a programming unit with a focus on Selection, students work on an example task based on selecting correct password.* *Unit 9 – HTML/CSS – students develop a web site based on their own ideas. A suggested theme for students to complete is an e-safety website.*	**Being Safe** • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. • how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).	**Planning for the Future** **GCSE option choices** • GCSE options process explained and then explored • Fast tomato delivered to all students delivered by HVV • Career A – Z and class discussion • Introduction to Unifrog and its purpose through the rest of school • Career research using Fast Tomato career suggestions • Career 1-2-1's as required with HVV	**Politics** Types of government overview How the chamber works The election process Main UK political parties and manifestos The voting process and the role of individuals in the democratic process The European Union	**Young People and the Law** Rules to live by (home, school, society) Rights and responsibilities How the judicial system works (youth offenders) Juvenile crime Age of legal responsibility	**Being Part of the UK** Multiculturalism 'Britishness' **A Global Community** Political and economic Social and environmental

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Year 9

Our Y9 curriculum builds on and extends the work done in Y8 by developing further the personal and social awareness already fostered in their PSCHE lessons while focusing on the need for taking responsibility in enhancing the subject-specific skills required for a range of GCSE subjects

It prepares students for the GCSE programme by looking at study skills with an emphasis on independent learning and taking responsibility for both their individual and collective studies.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding Skills and concepts	**Planning for the Future** **Growth mindset, study skills and future aspirations.** Importance of growth mindset. Linking current mindset to future aspirations. Making informed choices. **Sex, Sexuality and Sexual Health** • Sexual relationships • Pornography	**British Constitution** • the institutions of the British constitution: the power of government, the Prime Minister and Cabinet; the sovereignty of Parliament; the roles of the legislature, the Opposition, political parties, The Monarch, citizens, the judiciary, the police and the Civil Service* • how the relationships between the institutions form an uncodified British constitution and examples of how this is changing **Physical Health and Fitness** **Covered in Y10 Biology** • *the positive associations between physical activity and promotion of mental*	**Citizen participation in democracy and society** • opportunities and barriers to citizen participation in democracy* • how digital democracy, social media and other measures are being developed as a means to improve voter engagement and the political participation of citizens* • the different forms of democratic and citizenship actions people can take to hold those in positions of power to account and how citizens contribute to wider public life: joining an interest group or political party; standing for election; campaigning; advocacy; lobbying; petitions; joining a demonstration; volunteering • the roles played by public institutions, public services,	**Rights and responsibilities** • human, moral, legal and political rights and the duties, equalities and freedoms of citizens* • the responsibilities and roles of citizens in the legal system as a juror, magistrate, special constable, member of a tribunal hearing • the right to representation, including the role and history of trade unions and employee associations in supporting and representing workers **The law** • the nature of rules and laws in helping society deal with complex problems of fairness, justice and discrimination • the fundamental principles of law to ensure rights and freedoms, the presumption of	**Mental wellbeing** • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	**Drugs, Alcohol and Tobacco** • the facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. • the law relating to the supply and possession of illegal substances. • the physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. • the physical and psychological consequences of addiction, including alcohol dependency. • awareness of the dangers of drugs which are

		wellbeing, including as an approach to combat stress. *• 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 cardiovascular ill-health.* *• about the science relating to blood, organ and stem cell donation.* ***Healthy eating:*** *how to maintain healthy eating and the links between a poor diet and health risks, including cancer.*	interest and pressure groups, trade unions, charities and voluntary groups in providing a voice and support for different groups in society • two different examples of how citizens working together or through groups attempt to change or improve their communities through actions to either address public policy, challenge injustice or resolve a local community issue **Changing Adolescent Body** **Covered in Y10 Biology** *• key facts about puberty, the changing adolescent body and menstrual wellbeing.* *• the main changes which take place in males and females, and the implications for emotional and physical health.*	innocence and equality before the law • the main sources of law: common law and legislation • the key differences between criminal and civil law **The legal system (England and Wales)** • the operation of the justice system: the role and powers of the police; the role and powers of the judiciary; the roles of legal representatives; the different types of criminal and civil courts and how they work; tribunals and other means of civil dispute resolution • the age of criminal responsibility and other legal ages when young people become legally responsible for their actions (drive, marry, vote, join the forces) • the operation of the youth justice system • nature, purpose and effect of sentences and punishments for different criminal offences • factors affecting crime rates in society and strategies to reduce crime ***Internet safety and harms*** ***Foundation Computing*** *: Unit 1 Animation – students create an animation on themes including E-Safety issues, especially "digital footprint" and "information security"* ***GCSE Computer Science:*** *Study Unit 1.8, which is Ethical, moral and cultural aspects of Computer Science – this focuses explicitly on the effects of good/poor use of IT on individuals and society.*	• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	prescribed but still present serious health risks. ***Year 10 Biology*** *• 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.*

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Year 10

Our Y10 curriculum builds on and extends the work done in Y9 by helping students to think ahead to 'real-world' matters and be able to relate the importance of a successful education to a desirable outcome in sixth form and beyond.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding Skills and concepts	**Young people and the Law** Concepts of fairness, freedom, justice, equality and laws/rules. Civil and criminal law; laws governing all aspects of life: birth, school, sex and relationships, marriage, death, work, driving…; laws regarding age-appropriate activities: drinking, smoking, marriage…; Human rights, legal rights and responsibilities.	**The UK and its relations with the wider world** • the United Kingdom's role and relations with the rest of Europe and the wider world, including the United Nations and its agencies, NATO, the European Union, the Council of Europe, the Commonwealth and the World Trade Organisation • the implications of the UK's membership of the European Union and examples of decisions that impact on the UK • the role and contribution of the UK in an international disagreement or conflict and methods used: mediation, sanctions or force • the role of international law in conflict situations to protect victims of conflict and how international humanitarian law establishes the rules of war • the role of non-governmental organisations	**Study Skills (for PPE)** Importance of PPEs and implications of poor results/failure Review of available resources	**Planning for the Future** **CV Writing and Interview Skills** • Introduction to Unifrog and its purpose • CV writing using resources on unifrog • Interview techniques and practise questions • Work experience research – planning destination for placements • Mock Interview preparation	**Making Informed Choices** A levels, apprenticeships, college, university, career aspirations; nature and content of unfamiliar subjects; myths around necessity of certain subjects; understanding requirements for careers and university courses; plotting achievable study routes; UniFrog.	**Intimate and Sexual Relationships (and sexual health)** • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. • that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. • the facts about reproductive health, including fertility, and the potential impact of lifestyle on fertility for men and women and menopause. • that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.

		Identities and diversity in UK society				• that they have a choice to delay sex or to enjoy intimacy without sex.

Identities and diversity in UK society

• the complex and diverse nature of identities of people living and working together in UK society, and the factors that affect individual, group, national and global identities, and the concept of multiple identities

• that the United Kingdom of Great Britain and Northern Ireland is comprised of England, Northern Ireland, Scotland and Wales and the impact of this on identity debates

• the changing composition of different communities, the recent impact, challenges and benefits of migration, and the movement of people over time to and from the UK

• the need for mutual respect and understanding in a diverse society and the values that underpin democratic society

The economy, finance and money
• how public taxes are raised and spent by government locally and nationally

• the practice of budgeting and managing risk and how it is used by government to manage complex decisions about the allocation of public funding

• different viewpoints and debates about how governments and other service providers make provision for welfare, health, the elderly and education

• that they have a choice to delay sex or to enjoy intimacy without sex.

• the facts about the full range of contraceptive choices, efficacy and options available.

• the facts around pregnancy including miscarriage.

• that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help).

Covered in GCSE Biology
• how the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.

• about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.

• how the use of alcohol and drugs can lead to risky sexual behaviour.

• how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

NB: The effects of fitness on physical, social and mental wellbeing; the effects of a sedentary lifestyle on general health and obesity is covered in GCSE PE

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Year 11

Our Y11 curriculum builds on and extends the work done in Y10 by focusing students' minds on the importance of successful GCSE outcomes and making informed choices with their A level and/or career options. Also focus specifically on mental and sexual health as this is the year when one or both these issues are most likely to present unwanted issues if left unidentified or unchallenged.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content – Knowledge and Understanding Skills and concepts	**Study Skills** Range of study skills appropriate to subject; methods of study; analysing personal habits, time-management; effective use of online resources; revision planning; understanding vs remembering.	**Planning for the Future** **Explore Post-16 routes** Exploring A level subjects/options; updating Unifrog; writing a CV and personal statement; Career 1-2-1's with HVV and parents Options evening Applications to sixth form using Kent Choices	**Sexual health + LGBT issues** the characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others,	**Money Management** • Managing money through a budget, implications of not managing money, • making a budget; • understanding payslips, • pensions, • taxes, • banking; opening accounts, online banking, security and fraud. • credit and debit cards,	**Revision and stress-management** mental health and emotional wellbeing. Self-assessment of gaps in knowledge; importance of revision timetable, avoiding procrastination, time management; the futility of panic	n/a

			including people in positions of authority and due tolerance of other people's beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control. • what constitutes sexual harassment and sexual violence and why these are always unacceptable. • the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.		