



PLUME ACADEMY - LEARNING OVERVIEW

Year	Seven
Subject	Personal Development

Prior Learning

The Year 7 programme of study in Personal Development builds on our student's key stage two experience of the range of curriculum topics as highlighted in the curriculum intent.

Curriculum Intent – What are the curriculum aims?

To build on the settling in introductory lessons and KS2 to develop relationship awareness in an age appropriate way. Students will explore what makes a relationship in a range of contexts as part of the new RSE and Health Education statutory regulation from September 2020. Students will also begin to learn about their own safety when around others and consider what is acceptable behaviour or unacceptable behaviour both legally and morally. Pupils will then develop their personal wellbeing by studying healthy diets/lifestyles. This is designed to be implemented at a time when students of this age are beginning to develop more independence both in terms of personal choices affecting wellbeing and being more independent when being out without a responsible adult.

To introduce students to the concepts of rights and responsibilities, key concepts within the study of Personal Development. Students will consider what rights are and how these are protected in law to enable them to link the idea of rights with the law/legal system. Students should also begin to understand the complex relationship between rights and responsibilities in terms of the need for citizens to take responsibility to protect fundamental rights and freedoms, and to consider how one person's right could conflict with the rights of another person. In addition, students will understand how fundamental human rights have been adapted for children. Lastly, pupils will gain an insight into the active citizenship dimension of rights by studying how others have attempted to protect the rights of others.

To introduce work related learning as a part of personal citizenship. Students will develop an understanding of financial capability in terms of understanding needs and wants. Students will then build on this concept to develop a concept that they need to make as appealing as a need (even if it is a want), work together in groups to create a pitch to the dragon (peers or teachers). This also introduces students to important business concepts such as marketing and target audience.



Curriculum Implementation – What my child will be learning?

Week	Date	Module	Lesson Title	Lesson objectives
1	04/09/20 23	Living in the wider world	Respect	Give reasons why it is important to be tolerant of people with different views and ideas Explain, using an example, how showing respect can help to diffuse tension and resolve conflict Develop and justify a set of rules that have respect at their heart
2	11/09/20 23	Living in the wider world	Integrity	Describe what it means to act with integrity Explain, giving examples, how to act with integrity when sharing limited supplies with others Understand how integrity is important for learning and the school community
3	18/09/20 23	Living in the wider world	Resilience	Explain what it means to be resilient Describe what it can feel like when an unexpected setback occurs, and strategies to bounce back Demonstrate resilience by completing a task under pressure
4	25/09/20 23	Living in the wider world	Courage	Explain, giving examples, what it means to act with courage Use courage and empathy to suggest a resolution to a conflict Understand how the value of courage can contribute to a more healthy society
5	02/10/20 23	Living in the wider world	Compassion	Explain, giving examples, what it means to act with compassion Use compassion and empathy to suggest a resolution to a conflict Understand how the value of compassion can contribute to a more healthy society
6	09/10/20 23	Living in the wider world	Unhealthy coping strategies	explain why self-harm and eating disorders are unhealthy coping strategies recognise misconceptions about unhealthy coping strategies recognise warning signs of emotional difficulties identify suitable sources of support and explain why, when and how to seek help for ourselves or others
7	16/10/20 23	Living in the wider world	Healthy coping strategies	recognise circumstances leading to intense emotions that may be difficult to manage explain a range of positive strategies for managing difficult emotions assess whom, how and why to ask for support



				when it's needed
	23/10/2023	Half Term		
8	30/10/2023	RSE	Romance and relationships	<p>Identify what can be expected as someone becomes romantically attracted or involved with someone else and the problems which may arise.</p> <p>Describe what the case studies should do in the difficult romantic situations as well as what is and isn't appropriate.</p> <p>Explain the meanings of new terms and use them in the correct context, analysing whether romantic love even exists at all.</p>
9	06/11/2023	RSE	Families and relationships	<p>Identify the different types of family and the roles of family members.</p> <p>Describe the changes in family roles since the 1950s</p> <p>Explain why roles have changed and why we need to learn about different types of families.</p>
10	13/11/2023	RSE	Keeping good relationships	<p>Correctly identify ways we can develop genuine friendships.</p> <p>Describe how it can be difficult to always be a good friend.</p> <p>Explain the difference between genuine friendships and toxic friendships.</p>
11	20/11/2023	RSE	Keeping safe and positive relationships	<p>Describe some ways of avoiding dangerous relationships and maintaining positive ones.</p> <p>Explain ways dangerous people seek out the vulnerable and how not to fall for their traps.</p> <p>Analyse how the internet could be made safer and how particular relationships could turn into negative situations if left unchecked.</p>
12	27/11/2023	RSE	Personal identity and British values	<p>Discover and describe our personal identities, identifying our heritage and describing the contributions of our cultures in helping to form Britain today.</p> <p>Explore and explain our multiple personal identities, explaining our heritage and the contributions of our cultures in helping to form Britain today.</p> <p>Research and analyse our multiple personal identities, explaining our heritage and the evaluating the impact of our cultures in helping to form Britain today.</p>



13	04/12/2023	RSE	Bullying or banter	<p>Identify whether the situations are 'banter' or bullying.</p> <p>Describe the consequences of 'banter' and how we can tell when banter turns to bullying.</p> <p>Explain the difference between banter and bullying and why you believe each situation falls into that particular category.</p>
14	11/12/2023	RSE	Disclosure	<p>Identify the features of positive relationships in the home</p> <p>Recognise inappropriate, non-consensual, or unwanted behaviour, including online</p> <p>Explain why, when and how someone might report inappropriate behaviour</p> <p>Demonstrate self-efficacy (a belief in your own abilities) and confidence in how to identify trusted adults and access support services</p>
15	18/12/2023	Wellbeing	Attitudes to mental health	<p>evaluate the links between mental health and physical health</p> <p>identify common misconceptions about mental health</p> <p>recognise and challenge prejudice and discriminatory language and behaviour, in relation to mental health</p>
	25/12/2023	Christmas		
	01/01/2024			
16	08/01/2024	Wellbeing	Promoting emotional wellbeing	<p>explain the factors that affect emotional wellbeing</p> <p>identify ways to promote emotional wellbeing and build resilience</p> <p>reframe and learn from disappointments and setbacks</p>
17	15/01/2024	Wellbeing	Digital resilience	<p>evaluate the positive and negative impact of social media on emotional wellbeing</p> <p>analyse the reasons people post and look at online images and the impact this can have on self-esteem and body image</p> <p>describe strategies to develop digital resilience</p>
18	22/01/2024	Wellbeing	Periods – what happens when and why	<p>Correctly identify the different ways periods and the menstrual cycle affect us, what exactly happens and how we can manage our periods.</p> <p>Describe the different hygiene products, how the menstrual cycle impacts on our emotional health and how we can best manage our periods.</p> <p>Explain in scientific terms using new terminology how the menstrual cycle works and why periods can cause us to have health issues.</p>



19	29/01/20 24	Wellbeing	Puberty – what happens when and why	<p>Identify the changes both males and females experience during puberty.</p> <p>Describe the importance of these changes and why they happen.</p> <p>Explain the meaning of new key scientific terms related to puberty.</p>
20	05/02/20 24	Wellbeing	FGM	<p>Identify what to look out for when a victim may have, or may be soon to experience FGM.</p> <p>Describe how girls are encouraged into the process and reasons why it's often unreported.</p> <p>Explain why girls feel so much pressure, analyse the link between FGM and patriarchal societies and the main factors for why there are so few prosecutions for FGM.</p>
21	12/02/20 24	Careers	Wants and needs	<p>Correctly identify needs and wants and explain why you believe each to fall in this category.</p> <p>Begin to describe where particular needs and wants fall on Maslow's Hierarchy of need.</p> <p>Explain why we need to learn about wants and needs as well as confidently explaining where case studies fall in Maslow's Hierarchy and why.</p>
	19/02/20 24	Half Term		
22	26/02/20 24	Careers	How can we be aspirational students	<p>Correctly identify ways of achieving our full potential and achieve our aspirations.</p> <p>Describe how different case studies of students could achieve their aspirations and what it means to leave our 'comfort zone'.</p> <p>Explain how students can overcome barriers to aspirations by being resilient and evaluate the importance of this trait.</p>
23	04/03/20 24	Careers	How does self-esteem help us to achieve?	<p>Correctly identify ways students can help their self-esteem to improve and describe which piece of advice fits each case study.</p> <p>Explain how a person could directly apply your advice to their personal situation using detailed examples.</p> <p>Analyse the root cause of each person's self-esteem and which piece of advice would be most and least useful to them explaining why you think this.</p>
24	11/03/20 24	Careers	How do we be enterprising	<p>Explain what it is to be 'enterprising'</p> <p>Begin to identify the different behaviours and skills that can be combined to create an enterprising mindset</p> <p>Recognise some examples of how enterprise is used in a variety of real-life settings</p>



25	18/03/20 24	Careers	Gender stereotypes in careers	To recognise and understand how gender stereotypes in careers can form Understand the negative impact that stereotyping can have on future aspirations Recognise strategies that have been used to challenge this negative impact.
26	25/03/20 24	Careers	Prejudice and discrimination: Racism and stereotyping	Correctly identify reasons why stereotypes are wrong and the idea of race is wrong. Describe how people gained different traits and characteristics and what this means about the human race. Explain why both stereotyping and being racist are not only cruel, but ridiculous as well as finer explanations about where the idea of 'race' came from.
	01/04/20 24	Easter		
	08/04/20 24			
27	15/04/20 24	Health	What do we mean by a healthy lifestyle	Identify the meaning of the term 'healthy lifestyle' and the main factors that contribute towards living a healthy life. Describe how we can live our lives healthily by ensuring we consider all of these factors regularly. Begin to plan for a healthier lifestyle. Explain why we need to live healthily, how important each of the healthy living factors are and how we will achieve healthy outcomes.
28	22/04/20 24	Health	How can I keep healthy - food groups	Identify foods from the different groups, their benefits and their ideal proportions in your diet. Describe the benefits of each of the food groups and apply this knowledge to create a healthy menu. Explain why we must be careful not to eat the food groups out of proportion and the consequences of too much fat and sugar.
29	29/04/20 24	Health	How can I eat responsibly - labels and nutrition	Identify unhealthy food products from reading the labels and the recommended nutritional guidance for males, females and children. Describe visually how food products can be made more healthy through designing your own nutritional breakfast bar. Create an appropriate nutritional guidance label for a healthy cereal bar of your own design.



30	06/05/20 24	Health	What's the big idea about energy drinks	<p>Correctly identify the different ways energy drinks affect the body and the health issues they can cause.</p> <p>Describe how energy drinks can affect your behaviour as well as how you feel and your long term health.</p> <p>Explain how consuming excess sugar and caffeine affects dopamine levels and can impact on your attainment.</p>
31	13/05/20 24	Health	Healthy living exercises	<p>Identify correctly different exercises that can help us maintain a healthy weight, improve our fitness and help our hearts stay healthy.</p> <p>Describe how we can keep healthy through different types of regular exercise, giving examples of these.</p> <p>Explain how exercise helps us maintain healthy bodies using scientific terms.</p>
32	20/05/20 24	Health	Consequences of not living healthily	<p>Identify the consequences of living an unhealthy lifestyle. Identify appropriate ways we can improve our lifestyle and the long term gains.</p> <p>Describe what we must change in order to have a long and healthy life and the consequences if we don't.</p> <p>Explain how common 'lifestyle diseases' develop and how making healthy changes can stop us developing these problems later on in life.</p>
	27/05/20 24	Half Term		
33	03/06/20 24	Health	The dangers of smoking	<p>To understand the effects of nicotine and tobacco</p> <p>To evaluate and discuss why people smoke and explain what the effects are.</p>
34	10/06/20 24	Health	Alcohol	<p>To understand how people can be affected by alcohol and drugs misuse.</p> <p>To understand how alcohol & drug misuse can affect people mentally, emotionally, and physically so that I can consider the implications for the NHS</p>
35	17/06/20 24	Finance	How can we budget our money	<p>Identify information about students' income and expenditure in the case studies. Describe new key terms.</p> <p>Explain where sensible cuts to expenditure could be made or income increased to help manage money effectively.</p> <p>Formulate calculations which demonstrate your maths skills and allow you to manage money effectively.</p>



36	24/06/20 24	Finance	Creating a personal budget plan	Define the word 'budget'. Explain the difference between 'credit' and 'debit'. Design a budget for a young person considering their needs and wants
37	01/07/20 24	Finance	Savings, loans and interest rates	Identify the best saving accounts and the most risky loan products. Describe the dangers of personal loans through the creation of a web-page for students. Explain how we must consider interest rates when choosing the most suitable financial products for us.
38	08/07/20 24	Finance	Using the right financial products	Identify which financial products are most appropriate for making particular types of purchases. Describe what particular types of financial products are designed to do and the benefits of using them. Explain why some particular financial products may be unsuitable in some circumstances
39	15/07/20 24	Finance	Different kinds of financial transactions	Identify the correct order in which to make the most common transactions and demonstrate two successful transactions. Describe what we must look out for and be wary of during common transactions. Explain why we need to be particularly careful at certain points during the transactions.

Curriculum Impact – How will progress be assessed?

Students will be assessed in a variety of ways.

- End of unit personal reflection
- Contributes to class-based discussions
- Completes all extension tasks
- Uses relevant examples in class and throughout assessments
- Can form a balance argument giving more than one point of view
- Refer to source content where needed throughout assessments
- Keeps up to date with current affairs and uses relevant examples where appropriate.

Super-Curricular Opportunities – Extending Learning

Useful supporting resources:	If a student is really passionate about this subject, they could:	As a parent/carer, I can assist my child in this subject by:
There are a huge amount of supportive websites for each of the topics we cover in	Read around the subject via books, magazines and websites,	Facilitating your child in accessing the resources



Personal Development which are shared with the students for each lesson.	watch documentaries or listen to podcasts on various themes.	mentioned. Speak to them about the resources or about the news and ask questions. Encourage your child to ask their own questions; then go and research the answers.
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