

# Subject Overview

## KS3 Personal Development



Personal Development at Shireland CBSO Academy combines, social, moral, spiritual and cultural education (SMSC), health education, relationships and sex education, careers education and religious studies.

Shireland CBSO Academy is aware that children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, and social lives in a positive way.

This curriculum is designed to make clear the role of Personal Development in providing learning experiences to promote the education of the whole child. We believe that Personal Development should enable children to become healthier, more independent, and responsible members of society. We encourage our students to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation. We teach children about their rights and responsibilities and to learn to appreciate what it means to be a positive member of a diverse multicultural society.

Ultimately, we want to ensure that our students leave our academy at 16 or 18 as well-rounded citizens able to take their place in society.

In Year 7 and 8 our students complete much of their Personal Development curriculum in L4L lessons and via focus days and assemblies. Personal Development is embedded within the thematic L4L curriculum with students completing one additional 30-minute PD session per week in tutor time.

Personal Development is designed to build on previous learning as students move through the curriculum with topics taught appropriately depending on the age of the child. Our curriculum is designed to cover key content mandated by the government, recommendations from the PSHE Association and responds to the needs of our community. The curriculum is designed to be reactive and flexible to cover the needs of our students at any given time.

| Discipline  | Year 7   | Year 8   | Year 9  |
|---|--|--|---|
| <b>Spiritual Moral<br/>Social<br/>Cultural<br/>Education<br/>(SMSC)</b> | Rights and responsibilities as students<br>Identity<br>Good Citizens<br>People in the Community<br>Introduction to knife crime | Personal strengths and long-term targets<br>Impact of distractions<br>Conduct in the Community<br>Others' perceptions of our behaviour<br>Dangers of knife crime<br>Volunteering<br>Young Carers | Black History Month<br>Good Citizens<br>The Electoral System<br>Our Diverse community<br>Our diverse community (local)<br>Social Media and Online<br>Bullying<br>Racism<br>Staying Safe over summer |

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|---|---|---|--|
| <b>Health Education (HE)</b>                | Mental Health and Wellbeing<br>How to talk about emotions<br>Bullying and cyberbullying<br>Physical health<br>Diet<br>Dental Hygiene<br>Stress and physical activity<br>Screen Time<br>Keeping safe online<br>FGM<br>Distractions<br>Happiness<br>Puberty<br>Relationships – Body Boundaries<br>Fake News<br>Digital footprints<br>Positive Mindset<br>First Aid<br>Dealing with Change – Anxiety<br>The Importance of Sleep<br>Protected Characteristics | Positive mindsets<br>Recognising triggers<br>De-escalation strategies<br>Screen time<br>Online vs. Reality<br>Healthy work-life balance<br>Personal hygiene<br>Spread, treatment, and prevention of infection<br>Microorganisms and their role in health<br>Mental health<br>Links between physical and metal wellness<br>Healthy lifestyle<br>Combatting stress<br>Emotional awareness<br>Positive and negative behaviours<br>FGM<br>Self-esteem | Goal Setting<br>Growth Mindset<br>Maintaining and improving mental health<br>Healthy Eating<br>Basic First Aid – treatment of common Injuries.   |
| <b>Careers (CAR)</b>                        | Exploring your Own Interests - Traits and Skills<br>Times of Change<br>Achievements<br>A helping hand<br>What are Successful Careers?<br>Lifelong Skills<br>This is Me<br>The World in 2030<br>Creative Skills<br>Setting Personal Targets  | Individual beliefs and values<br>How individual values relate to your future<br>The labour market<br>What do you want from work?<br>Equal opportunities<br>Budgeting<br>Action planning<br>Target-setting and self-review   | Exploration of interests<br>Personal qualities<br>Skills for life<br>Enterprise and the world of work<br>Decision making and qualifications<br>Problem Solving<br>Survival Challenge   |
| <b>Religious Studies (RS)</b>               | (Delivered through our L4L curriculum)  | (Delivered through our L4L curriculum)  | Expressing Spirituality<br>Expressing spirituality through music<br>Atheism<br>Humanism<br>Religious and non-religious expression<br>Human rights and responsibilities<br>Religion – Cause of conflict or peace<br>Religious conflict<br>Pacifism<br>How radical was Jesus<br>Good news<br>Agape |
| <b>Relationship and Sex Education (RSE)</b> | Relationships – Body Boundaries<br>A helping hand<br>Positive friendships<br>Bullying and cyberbullying<br>Peer Pressure<br>Loss of Friends   | Bullying and cyberbullying<br>Prevention of bullying<br>Equality<br>Four levels of friendship<br>Domestic abuse<br>Sources of support   | Different types of relationships<br>Different types of relationships (LGBTQ+)<br>Healthy relationships<br>Consent<br>Contraception & Demonstration<br>Laws around consent  |

|                   |                     |                     |                             |
|-------------------|---------------------|---------------------|-----------------------------|
|                   |                     |                     | Sexual Health               |
| <b>Focus days</b> | Wellbeing Focus Day | Wellbeing Focus Day | Wellbeing Focus Day Consent |

Our Personal Development curriculum – though designed to fully support the emotional, social, moral, and spiritual development of all pupils in line with current guidance – lends itself well to improving musicianship and developing young musicians. Musicians need to be able to set clear and achievable goals in practice, breaking down a large piece to be learned into manageable steps. They also need to be resilient and tenacious, recognising that mastery is a slow process and learning to celebrate ‘small wins’.

Any professional, musician or otherwise, also need to learn to network well and work with others effectively. A career in the arts will bring you into contact with many people from a huge diversity of backgrounds and communities, and learning to engage respectfully, courteously, and productively with all is at the heart of our PD curriculum.