

## Personal Development Studies

### Year 7 - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1		<b>Friendships</b>	<b>Friendships</b>	<b>Friendships</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
		What is a good friend? Explore the characteristics of healthy friendships, including trust, respect, empathy, and effective communication.	What is bullying? What are the consequences?	How can I help my friendship group to have a positive culture?	Water, road and railway safety	Firework safety	What to do in an emergency and roles of emergency services	Understanding Mental Health: Introduction to mental health, its importance, and destigmatizing common misconceptions.	Stress Management: Understanding stress, its impact on mental health, and developing effective stress management techniques.	Self-esteem and Body Image: Promoting positive self-esteem, body positivity, and challenging societal beauty standards.	Topic dependent on needs of year group/whole school	What is university?	Recognises key achievements of year group this Cycle
Cycle 2	<b>Finance</b>	<b>Finance</b>	<b>Finance</b>	<b>Responsive</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
	Why is money management important?	Banking and Financial Institutions: Basics of banking, including opening a bank account, different types of accounts, and managing transactions.	How much do 'things' cost? Explore how much money students could expect to have to manage on average each month and what they would need to spend it on.	Topic dependent on needs of year group/whole school	Why is my own autonomy important? How can our values guide my choices, regardless of what I'm making a choice about?	What is grooming?	What are County Lines?	What different types of committed relationships are there? Why do people choose them?	Marriage, arranged marriage, forced marriage	FGM: what is it and how can we support those at risk?	Topic dependent on needs of year group/whole school	What do employees look for?	Recognises key achievements of year group this Cycle
Cycle 3	<b>British Values</b>	<b>British Values</b>	<b>British Values</b>	<b>Responsive</b>	<b>Protected Characteristics</b>	<b>Protected Characteristics</b>	<b>Protected Characteristics</b>	<b>Staying safe online</b>	<b>Staying safe online</b>	<b>Staying safe online</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
	What are the four British Values?	Individual liberty: why is it so important in our society?	Rule of Law: focus on Joint Enterprise	Topic dependent on needs of year group/whole school	What is a protected characteristic? Why is it important?	Focus on racism: why is racism unacceptable in our community and society?	Focus on ableism: what is it and who does it affect?	What is social media? Why do different platforms have age restrictions?	What is respectful behaviour online and on social media?	What is the impact when people do not behave respectfully online?	Topic dependent on needs of year group/whole school	Focus on careers in STEM	Recognises key achievements of year group this Cycle

# Personal Development Studies

## Year 8 - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1		<b>Friendships</b>	<b>Friendships</b>	<b>Friendships</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
		Recap on bullying and why it is not acceptable in our school or community.	What is the difference between banter and bullying? How can we be upstanders?	What can I do to repair a friendship that is broken? Is it OK to stop being friends with someone? How can I set boundaries in friendships?	Risks of building sites and abandoned buildings	Basics of First Aid: allergic reactions, bleeding and wound care, seizures	Basics of First Aid: burns, choking, CPR.	Social Media and Mental Health: Examining the impact of social media on mental health, self-esteem, and body image, and promoting responsible use.	Depression and Mood Disorders: Discussing depression, bipolar disorder, and other mood disorders, including symptoms, treatment, and seeking help.	Body Image and Eating Disorders: Addressing body image issues, the influence of media, and understanding eating disorders.	Topic dependent on needs of year group/whole school	Choosing the right GCSEs for me	Recognises key achievements of year group this Cycle
Cycle 2	<b>Finance</b>	<b>Finance</b>	<b>Finance</b>	<b>Responsive</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Relationships</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
	Financial Goals and Long-Term Planning: set financial goals, and understand the importance of long-term financial planning.	What is the cost of university? What are the benefits of going? How do people pay for university?	Ethical Spending and Sustainable Finance: What is ethical spending? What is the role of finance in promoting sustainability?	Topic dependent on needs of year group/whole school	What are the risks of smoking?	What are the risks of vaping?	What are the risks of gambling and associated addiction? Where can you go for help?	What is the role of a parent? What are some of the features of good parenting?	How can I improve my relationships with family members?	What is peer on peer abuse, including peer on peer sexual abuse?	Topic dependent on needs of year group/whole school	How do we find jobs?	Recognises key achievements of year group this Cycle
Cycle 3	<b>British Values</b>	<b>British Values</b>	<b>British Values</b>	<b>Responsive</b>	<b>Protected Char</b>	<b>Protected Char</b>	<b>Protected Char</b>	<b>Staying safe online</b>	<b>Staying safe online</b>	<b>Staying safe online</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
	Focus on democracy: what is democracy and why is it important?	Focus on democracy: should the voting age in the UK be lowered?	Focus on democracy: first past the post vs. proportional representation	Topic dependent on needs of year group/whole school	What does LGBTQIA+ stand for? Overview of timeline of gay rights in the UK.	Focus on homophobia, biphobia and trans phobia.	Do LGBTQIA+ people in the UK and around the world have true equality yet? What can we do to support this?	What is catfishing? What is online grooming and what are the risks?	Digital Footprint and Reputation: Discussing the concept of a digital footprint and how online activities can impact future opportunities and personal reputation.	Internet Addiction and Balance: Discussing the signs and consequences of internet addiction, promoting healthy screen time balance, and digital well-being.	Topic dependent on needs of year group/whole school	Focus on digital careers	Recognises key achievements of year group this Cycle

# Personal Development Studies

## Year 9 - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1		<b>Study Skills</b>	<b>Study Skills</b>	<b>Study Skills</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
		Why is independent study / revision so important? What does an effective place to work outside of school look like?	Fixed mindset vs. growth mindset.	What resources can I use to complete additional revision at home in my core subjects? (ask HODs for input)	Risks in the community: roads, railways, water, building sites, abandoned buildings.	The risks of grooming and gangs.	How are County Lines damaging communities in the UK?	Recap of signs of low, mood and depression and strategies for coping and seeking support.	Why do some people self-harm? Is self-harm the same for everyone? What can I do to support someone who is self-harming?	Anxiety and Panic Disorders: Understanding anxiety and panic disorders, recognizing symptoms, and strategies for coping and seeking support.	Topic dependent on needs of year group/whole school	What are apprenticeships and T Levels?	Recognises key achievements of year group this Cycle
Cycle 2	<b>Finance</b>	<b>Finance</b>	<b>Finance</b>	<b>Responsive</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Sex and Relationships</b>	<b>Sex and Relationships</b>	<b>Sex and Relationships</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
	What are the implications of borrowing money? (to include credit cards, pay day lenders and loan sharks)	What are taxes and what do they get spent on? Why is National Insurance important?	Why do some people pay for private healthcare and education? What are the pros and cons of private healthcare and education in our society?	Topic dependent on needs of year group/whole school	What are the risks around alcohol? When is drinking legal? How does alcohol affect your physical and mental health in the short and long term?	What are the risks around cannabis? What are the laws? How does cannabis affect your physical and mental health in the short and long term?	Peer Pressure and Refusal Skills: Discuss the influence of peer pressure in relation to substance use. Teach students strategies for resisting peer pressure and developing refusal skills.	What is consent? Why do we have an age of consent in the UK? What responsibilities do you have in choosing to have a sexual relationship with someone?	What is coercive control? How do I recognise the signs and what can I do if someone is at risk?	What is a sexual health clinic? What services are available at sexual health clinics and where is my nearest one?	Topic dependent on needs of year group/whole school	What is a CV? How do we write one?	Recognises key achievements of year group this Cycle
Cycle 3	<b>British Values</b>	<b>British Values</b>	<b>British Values</b>	<b>Responsive</b>	<b>Protected Characteristics</b>	<b>Protected Characteristics</b>	<b>Protected Characteristics</b>	<b>Staying safe online</b>	<b>Staying safe online</b>	<b>Staying safe online</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
	Focus on tolerance and mutual respect: why does society need tolerance and mutual respect?	Focus on tolerance and mutual respect: Explore Identity. Students to reflect on their own identities and recognize the diversity of identities. Discuss individual and cultural identities.	Focus on tolerance and mutual respect: How does the media and social media sometimes try to encourage prejudice and discrimination?	Topic dependent on needs of year group/whole school	What are the different sexual and gender identities? Where can I go for help if I need it?	Focus on ableism: Why do people with a disability need our support in society?	Focus on racism: What is anti-racism? How can we combat unconscious bias in society?	What are 'nudes' and sexting? What are the risks and how do we stay safe?	What is the incel community and why can it be damaging? How can we combat online hate?	Focus on the impact of pornography.	Topic dependent on needs of year group/whole school	Focus on creative careers	Recognises key achievements of year group this Cycle

# Personal Development Studies

## Year 10 - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1		<b>Study Skills</b>	<b>Study Skills</b>	<b>Study Skills</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
		What is effective revision?	What is effective time management in exams and in my wider life?	Creating a study plan linked to my future aspirations.	Why is knife crime a problem in the UK? What can we do to combat it?	Recap the basics of First Aid: allergic reactions, bleeding and wound care, seizures	Recap the basics of First Aid: burns, choking, CPR.	Self-care and Well-being: Exploring self-care strategies, stress reduction techniques, and promoting overall well-being.	Mindfulness and Meditation: Introducing mindfulness and meditation practices to promote mental well-being and reduce stress.	Grief and Loss: Understanding the grieving process, supporting individuals experiencing loss, and seeking grief counselling.	Topic dependent on needs of year group/whole school	Post-16 Options	Recognises key achievements of year group this Cycle
Cycle 2	<b>Finance</b>	<b>Finance</b>	<b>Finance</b>	<b>Responsive</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Sex and Relationships</b>	<b>Sex and Relationships</b>	<b>Sex and Relationships</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
	Basics of the housing market - what are the pros and cons of buying vs renting?	What different types of mortgages are there? How do I get a mortgage and what happens if I don't keep up my repayments?	What is a pension? What are the current laws around pensions and why is it important to have one?	Topic dependent on needs of year group/whole school	Risks of cannabis and alcohol and the physical and mental health impacts of using alcohol and cannabis, particularly signposting where students can go for support.	Overview of other illegal drugs that students may come across in the UK and the associated risks and dangers, including laws and sentencing.	The dangers of misusing prescription drugs. What are the traits of addiction and where can students go for support? Strategies to support addiction.	What are the different types of contraception? What are the pros and cons?	What are the different STIs (including HIV/AIDS)?	What are the options if someone is pregnant? What happens when someone has a miscarriage?	Topic dependent on needs of year group/whole school	How do I conduct myself in an interview?	Recognises key achievements of year group this Cycle
Cycle 3	<b>British Values</b>	<b>British Values</b>	<b>British Values</b>	<b>Responsive</b>	<b>Protected Char</b>	<b>Protected Char</b>	<b>Protected Char</b>	<b>Staying safe online</b>	<b>Staying safe online</b>	<b>Staying safe online</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
	Focus on the Rule of Law: Role of Courts and Judiciary. The role of the courts/judiciary. The structure of the legal system, the concept of judicial independence, and the significance of impartiality in delivering fair outcomes.	Human Rights and the Rule of Law: Explore the relationship between human rights and the rule of law. Discuss the Universal Declaration of Human Rights and how laws protect and uphold human rights within a society.	Focus on the Rule of Law: Legal Rights and Responsibilities. What are students' legal rights and responsibilities as citizens.? Explore freedom of speech, assembly, and the right to a private life.	Topic dependent on needs of year group/whole school	Legal Rights and Equality Legislation: cover laws and legislation in place to protect individuals from discrimination and promote equality. Discuss key laws, such as the Equality Act 2010, and explore how these laws are enforced.	Understanding Stereotypes and Prejudice: Explore stereotypes and prejudices associated with different protected char. Discuss the impact of stereotypes and support students to challenge stereotypes.	Promoting Equality at DUA: Discuss ways that students could come together to promote equality within the school, such as through inclusive policies or accessible facilities.	How can pornography impact negatively on a real-life relationship?	Fake News and Critical Thinking: Developing skills to identify fake news, misinformation, and promoting critical thinking when consuming online content.	Extremism online: how can we recognise it and address it in all it's forms?	Topic dependent on needs of year group/whole school	Labour market information	Recognises key achievements of year group this Cycle

# Personal Development Studies

## Year 11 - Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1		<b>Study Skills</b>	<b>Study Skills</b>	<b>Study Skills</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Staying safe in the community</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Mental Health and Wellbeing</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
		Recap of effective revision and study skills.	Revision practice.	Creating a revision plan for my mocks.	What is spiking? How can I stay safe on a night out or at a party?	Impact and dangers of fighting - how one punch can end a life and the impact of this	Young drivers - staying safe as a young driver or passenger.	How can I manage my mental health throughout Year 11? Recap of signs of low mood, depression and anxiety.	How can I manage my mental health throughout Year 11? Recap of importance of self-care, and of benefits of mindfulness and meditation.	Suicide Prevention and Mental Health First Aid: Recognizing warning signs of suicide, knowing how to provide support, and seeking professional help.	Topic dependent on needs of year group/whole school	Post-16 applications	Recognises key achievements of year group this Cycle
Cycle 2	<b>Finance</b>	<b>Finance</b>	<b>Finance</b>	<b>Responsive</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Making Positive Choices</b>	<b>Sex and Relationships</b>	<b>Sex and Relationships</b>	<b>Sex and Relationships</b>	<b>Responsive</b>	<b>Careers Week</b>	<b>End of Cycle Celebration Assembly</b>
	How does my level of education link to the pay I can expect in the future?	What is the gender pay gap in the UK?	What can I do in the future if I feel an employer is not paying me properly?	Topic dependent on needs of year group/whole school	Recreational drugs' - what impact do drugs like cocaine, MDMA and ketamine have on individuals in the short and long term?	What are the negative impacts of the illegal drug trade on communities in the UK? Focus on heroin and opioids.	What are the negative impacts of the illegal drug trade on communities in the wider world? Could focus on Mexican drug cartels or Captagon in Syria.	Recap of the different types of contraception and their pros and cons.	What are the most prevalent types of STIs? How are they treated?	Recap of the options available of someone is pregnant and where to go to get further support.	Topic dependent on needs of year group/whole school	What do I need to do to prepare for Year 12?	Recognises key achievements of year group this Cycle

## Statutory Sex and Relationships Education (SRE) Mapping

### Families

Pupils should know...	Year 7	Year 8	Year 9	Year 10	Year 11
That there are different types of committed, stable relationships.	✓				
How these relationships might contribute to human happiness and their importance for bringing up children.	✓	✓			
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.	✓				
Why marriage is an important relationship choice for many couples and why it must be freely entered into.	✓				
The characteristics and legal status of other types of long-term relationships.	✓				
The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	✓	✓			
How to determine whether other children, adults or sources of information are trustworthy; how to 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.	✓	✓	✓		

### Respectful relationships, including friendships

Pupils should know...	Year 7	Year 8	Year 9	Year 10	Year 11
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.	✓	✓	✓	✓	
Show 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, 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	✓	✓	✓	✓	



Pupils should know...	Year 7	Year 8	Year 9	Year 10	Year 11
defined in the Equality Act 2010) and that everyone is unique and equal.					

### Online and media

Pupils should know...	Year 7	Year 8	Year 9	Year 10	Year 11
Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.	✓	✓	✓		
About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.	✓	✓	✓		
Not to provide material to others that they would not want shared further and not to share personal material which is sent to them.	✓	✓	✓	✓	
What to do and where to get support to report material or manage issues online.	✓	✓	✓	✓	
The impact of viewing harmful content.	✓		✓	✓	
That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.			✓	✓	
That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.			✓	✓	
How information and data is generated, collected, shared and used online.	✓	✓	✓		

### Being safe

Pupils should know...	Year 7	Year 8	Year 9	Year 10	Year 11
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).			✓	✓	✓

### Intimate and sexual relationships, including sexual health

Pupils should know...	Year 7	Year 8	Year 9	Year 10	Year 11
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.	* †			✓ †	✓



Pupils should know...	Year 7	Year 8	Year 9	Year 10	Year 11
That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.			✓	✓	✓
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).				✓	✓
Show 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.			✓	✓	✓

\* Covered in Science

† Covered in Physical and Health Education

