

	<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
<b>Relationships</b> (with themselves, others and with wider society)	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Different Families</li> <li>• My Changing Body</li> <li>• Me and You Education</li> </ul>	<ul style="list-style-type: none"> <li>• Online Bullying</li> <li>• The Internet and Me</li> <li>• Equality</li> <li>• Representation</li> </ul>	<ul style="list-style-type: none"> <li>• True Friendships</li> <li>• New Relationships</li> <li>• Different Relationships (LGBTQ+)</li> </ul>	<ul style="list-style-type: none"> <li>• Abuse</li> <li>• Women as Leaders</li> <li>• Radicalisation</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Health</li> <li>• Consent in Relationships</li> <li>• The Law and Me</li> </ul>
<b>Self-Care</b>	<ul style="list-style-type: none"> <li>• Emotional Vocabulary</li> <li>• What Is Mental Health?</li> <li>• Injury Prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy Body/Healthy Mind</li> <li>• Healthy Eating</li> <li>• Dental Health</li> </ul>	<ul style="list-style-type: none"> <li>• Mindfulness</li> <li>• Working With Worry</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol</li> <li>• Drugs</li> <li>• Being Vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>• Stress Busting</li> <li>• Financial Planning</li> <li>• Interviews</li> </ul>
<b>Planning for the Future</b>	<ul style="list-style-type: none"> <li>• Managing Money</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Consumer</li> <li>• My Future Self</li> </ul>	<ul style="list-style-type: none"> <li>• Financial Risk</li> </ul>	<ul style="list-style-type: none"> <li>• Stepping Into The Future</li> </ul>	

**Levenshulme High School – Curriculum Map – Personal Development**

All pupils have access to the following							
	Whole School	Assemblies	Charity Fundraising	School Council	Student Leadership	House Competitions	Relationships and Peer Mentoring
<b>All Years</b>	<i>Pupils should know</i>	The school values of Solidarity, Equity, Equality, Democracy, Self-Help and Self-Responsibility  The School Pledge	Relevant charities for issues discussed in the Tutorial Programme  How the charities intend to use their donations	Who is on their School Council and how to contact them  The value of their voice and their collective strength	What roles are available to them and how to apply  The benefits of being part of the Student Leadership Programme, such as developing key skills and making new friends	Which competitions are being run throughout the year and how they can get involved  The benefits of taking part in the House Competitions, such as developing key skills, making new friends and earning House Points	How to access peer mentoring support in school and through trusted external support  The importance of a shared understanding around of different identities that make up society and how to respect them  Talk about feelings and emotions
	<i>Pupils should be able to</i>	Recognise how the school values are demonstrated in school and in the wider world  Demonstrate the school values and celebrate each other when these values are demonstrated through our Values Awards	Donate money, time or support to cause promoted within school  Propose a charity to the Charity Lead should they wish to organise a fundraiser	Approach their School Council with any concerns or ideas  Apply to be on the School Council when in Year 10	Apply to be a student leader  Develop and demonstrate Leadership, Organisation, Resilience, Initiative and Communication (LORIC) skills in their role	Join in a range of competitions  Develop and demonstrate teamwork, resilience and a healthy competitive spirit	Take responsibility for their actions in order to establish and maintain healthy relationships.  Recognise their own feelings and those of others
	<i>Why are we doing this now? i.e. how does this benefit pupils beyond school</i>	To promote belonging and togetherness which is created when gathered as a House	To encourage young people to be active citizens and to support meaningful causes in society	To empower young people and their democratic voice and to promote their engagement with local and national issues	To develop key skills and to encourage pupils to be active leaders of change	To encourage a healthy competitive spirit and social skills, such as communication and teamwork	To support everyone in maintaining an inclusive environment built on respect and understanding  To encourage mindfulness and self-reflection as tools for life

Levenshulme High School – Curriculum Map – Personal Development

		Focus Day 1 - Relationships			Focus Day 2 – Self-Care			Focus Day 3 – Planning For The Future
	Title of Session	Friendship	Different Families	My Changing Body	Emotional Vocabulary	What Is Mental Health?	Injury Prevention	Managing Money
Year 7	<i>What are we learning in the session?</i>	Where friends can be made in school  How to recognise unhealthy habits in friendships  How to improve friendships if they become unhealthy	What a family is  Different ways families are presented in books and films  That all family members should show love and respect to each other	Understand how puberty affects my body  Understand how these changes affect you and your health	Define emotional health.  Develop solutions for communicating to others about emotional health.	Define mental health.  Discuss factors that can affect a person's mental health.  Identify ways to support own or others mental health.	Recognise that some behaviour can increase the chances of having an accident  Recognise how some accidents can be prevented when we manage our behaviour  Evaluate how my behaviour can affect others	Identify situations in which forms of saving and borrowing are suitable options  Evaluate how planned and unplanned borrowing are different types of debt, can be manageable or unmanageable
	<i>Why are we learning this?</i>	To help you make friends in school  To help you keep your friendships friendly and healthy To help you make good decisions in your friendships, including when online	To help you feel a sense of belonging in all aspects of your life  To help you recognise that you should be shown love and respect	To help you understand your body as it changes  To help you make good decisions about your health and hygiene	To help you recognise the emotions you are feeling  To help you describe the emotions you are feeling  To help you discuss the emotions you are feeling	To help you recognise, describe and discuss the emotions you are feeling  To help you assess when something affects your mental health	To help keep you become more aware of risks in your local area  To help you avoid unnecessary injuries or accidents  To help you create strategies	To help you reflect on the value of money, including to different people  To help you grasp where you might borrow money from, if you

							for avoiding injury	need to, and the terms on which you borrow this money  To help you explore how a business is created and run
	<i>Why are we learning this now?</i>	Your social groups start to change at this age, especially as you have started a new school	So you have greater awareness and understanding of yourself and those around you	Your body is at an important stage of its development	The changes in your body and social environment(s) may lead to changes in your feelings and emotions	Your daily routines change when starting secondary school		As your daily routines change with coming to high school, you may be given more responsibilities that involve money

**Levenshulme High School – Curriculum Map – Personal Development**

		Focus Day 1 - Relationships				Focus Day 2 – Self-Care			Focus Day 3 – Planning For The Future
	Title of Session	Online Bullying	The Internet and Me	Representation	Equality	Healthy Body/ Healthy Mind	Healthy Eating	Dental Health	Critical Consumer
Year 8	<i>What are we learning in the session?</i>	<p>Discuss what cyberbullying is.</p> <p>Distinguish the different ways that cyberbullying takes places.</p> <p>Identify strategies to manage cyberbullying</p>	<p>Discuss how to prevent technology damaging our social and mental wellbeing</p> <p>Know how to manage your digital footprint</p> <p>Identify the dangers of the internet, including trolls, targeted adverts and data sharing</p> <p>List ways to combat these dangers and stay safe online</p>	<p>Understand that identities are made up of different characteristics.</p> <p>Be aware that our identities have many things in common, but differences too.</p> <p>Be able to describe your own individual identity.</p> <p>Understand our country has a diverse population.</p> <p>Know where our diversity comes from.</p> <p>Appreciate the benefits of diversity and celebrate difference</p>	<p>Understand that identities are made up of different characteristics.</p> <p>Be aware that our identities have many things in common, but differences too.</p> <p>Be able to describe your own individual identity.</p> <p>Understand our country has a diverse population.</p> <p>Know where our diversity comes from.</p> <p>Appreciate the benefits of diversity and celebrate difference</p>	<p>The physical benefits of exercise and outdoor activity</p> <p>The mental benefits of exercise and outdoor activity</p>	<p>How to create a balanced meal</p> <p>How different food groups affect your body</p> <p>How to include different food groups as part of a healthy, balanced diet</p> <p>How to read food labels</p>	<p>How to brush, rinse and floss effectively</p> <p>How different foods affect our dental hygiene</p>	<p>List different ways in which companies and individuals may try to influence my saving and spending</p> <p>Demonstrate ways to resist unwanted pressure to save or spend my money unwisely</p> <p>Explain how being a critical consumer can help me make responsible saving and spending choices</p>

	<i>Why are we learning this?</i>	<p>To help you enjoy being online in a safe way</p> <p>To help you make good decisions in your friendships, including when online</p>	<p>To help you enjoy being online in a safe way</p> <p>To help you act responsibly towards others and yourself online</p> <p>To help you manage the extent to which digital activities impact on your mental well-being</p>	<p>To help you appreciate the value of your own identity</p> <p>To help you appreciate the value of other people and their identity, especially if it is different to ours</p> <p>To help you recognise under-representation</p>	<p>To help you appreciate the value of your identity</p> <p>To help you appreciate the value of other people and their identity, especially if it is different to ours</p> <p>To help you recognise that equality is promoted and supported by law, which protects all identities</p>		<p>To help you maintain a healthy diet</p> <p>To help you make good decisions around your diet</p>	<p>To help you maintain good dental hygiene</p> <p>To help you make good decisions around your diet</p>	<p>To help you reflect on what you need to buy and what you want to buy</p> <p>To help you recognise who influences you and your spending habits</p> <p>To help you resist pressures, wherever they come from</p> <p>To help you shop effectively i.e. to help you consume critically</p>
	<i>Why are we learning this now?</i>	<p>The minimum age for using many social media platforms is 13. Your learning and social habits may also include more time online.</p>		<p>You and your peers can develop your own identities in a safe and respectful way.</p>		<p>You are likely to experience more freedoms and trust at this age so it is important to learn how to stay healthy.</p>		<p>You may be given more financial independence at this age, with your approach to money open to influence from your developing social circles your experiences in the world</p>	

Levenshulme High School – Curriculum Map – Personal Development

		Focus Day 1 - Relationships			Focus Day 2 – Self-Care			Focus Day 3 – Planning For The Future
Title of Session	Real Friendships	New Relationships	Different Relationships	Mindfulness	Working With Worry	First Aid	Financial Risk	
<i>What are they learning in the session?</i>	<p>Identify the qualities of healthy and unhealthy friendships</p> <p>Describe strategies for dealing with challenges in friendship</p> <p>Explain how friends can support each other effectively</p>	<p>Identify the qualities of healthy and unhealthy friendships</p> <p>Describe strategies for dealing with challenges in friendship</p> <p>What constitutes harassment and stalking</p> <p>How to exit an unhealthy relationship safely</p>	<p>To recognise that different people have different identities</p> <p>To recognise that it is illegal to discriminate against others for their identity</p> <p>To recognise that LGBTQ people are often victims of discrimination</p>	<p>Understand the importance of breath in training your attention</p> <p>Gain an insight into the mind's nature</p>	<p>Understand stress: where it comes from, why it is necessary, how it works and its harmful effects</p>	<p>Identify what help is needed in emergency situations</p> <p>Assess what first aid a person may need in an emergency situation</p> <p>How to help in emergency situations</p> <p>Learn a range of basic first aid treatments, including CPR</p>	<p>Identify the different taxes I must pay now and in the future</p> <p>Explain how taxation and public spending affects me and others</p> <p>Take the necessary steps towards protecting my money/identity when undertaking financial transactions</p> <p>Recognise the potential link between qualifications and earnings</p>	
<i>Why are they learning this?</i>	<p>To help you make good decisions in your friendships</p> <p>To help you manage the extent</p>	<p>To help you make good decisions in your friendships and relationships</p>	<p>To help you feel valued, whatever your identity</p> <p>To help you be kind and respectful to others</p>	<p>To develop simple tools for training your own attention</p> <p>To help you understand that we</p>	<p>To help you recognise where you feel stress in the body</p>	<p>To help you should you ever need to assist in an emergency</p>	<p>To help you make grasp the relative value of money</p>	

		to which friendships impact our mental well-being	To help you manage the extent to which relationships impact our mental well-being  To help keep you safe	To help you support others when you see/hear discrimination	can choose what we do with our attention	To help you work with stress in a healthy way		To help you make good decisions around your money  To help you reflect on how your life choices affect your money  To help you reflect on how your money affects your life choices
	<i>Why are we learning this now?</i>	Your friendships will continue to develop and there may be challenges to overcome.	Your social interactions may start to include new kinds of relationships beyond friendships – it is important that you and your peers are able to develop these in a safe and respectful way		Stress and anxiety are increasingly common amongst this age group.		So that you are prepared for an emergency – a skill for life	You will begin to make decisions about your future, so it is important to recognise how these impact you financially

Levenshulme High School – Curriculum Map – Personal Development

		Focus Day 1 - Relationships			Focus Day 2 – Self-Care			Focus Day 3 – Planning For The Future
	Title of Session	Abuse	Women as Leaders	Study Skills	Smoking	Drugs and Alcohol	Being Vulnerable	Stepping Into The Future
Year 10	<i>What are they learning in the session?</i>	<p>explain what is meant by 'relationship abuse'</p> <p>identify the different types of abuse that can affect all relationships</p> <p>describe ways to get help with relationship abuse</p>	<p>The different types of power</p> <p>How to use power to make change in society</p> <p>How to make powerful relationships (even if you are not powerful!)</p>	<p>Explore different techniques to improve organisation, particularly for revision</p> <p>Discuss the value of each technique</p> <p>Reflect on how you may alter your revision habits</p>	<p>Understand the harm smoking does to your health</p> <p>Know who to ask for advice and where to look for guidance on resisting pressure to smoke</p> <p>Use different strategies to resist pressure to smoke</p>	<p>Understand the harm drug taking has on your physical and mental health</p> <p>Recognise the differences between different drugs and their classifications</p>	<p>Understand the harm drug taking has on your physical and mental health</p> <p>How to deal with peer pressure and to make your self less vulnerable</p>	<p>Students will be participating in different workshops/sessions that will empower them to make a more effective and planned transition from school to further education, training and employment. Understand the different study pathways available to them after they finish school</p>
	<i>Why are they learning this?</i>	<p>To help you make good decisions in your relationships</p> <p>To help you maintain healthy relationships throughout your life</p>	<p>To help you appreciate the value of your democratic voice</p> <p>To help you feel empowered – that you can make change</p>	<p>To help you revise <i>better</i></p> <p>To help you develop your general organisation skills</p> <p>To help you maintain healthy mental well-being, especially during exam season</p>	<p>To help you manage your well-being and peer pressure</p> <p>To help you make good decisions to support a healthy lifestyle</p>	<p>To help you manage your mental and physical health</p> <p>To help you make good decisions to support a healthy lifestyle, including understanding the risks involved with drugs</p>	<p>To help you manage your mental and physical health</p> <p>To help you make good decisions to support a healthy lifestyle, including understanding the risks involved with drugs</p>	<p>Through preparation for the day, participation in workshops and other work-related activities, the students will enhance their self confidence, employability skills, ability to make informed decisions, knowledge of post 16 routes, awareness of support available at key stages</p>

	<p><i>Why are we learning this now? i.e. how this fits into our 5 year PSHE journey</i></p>	<p>Your social interactions may start to include new kinds of relationships beyond friendships – it is important that you and your peers are able to develop these in a safe and respectful way</p>	<p>You are close to voting age but also your life experience is widening through new opportunities</p>	<p>You are now completing your GCSE courses so it is important to maintain studios but also healthy</p>	<p>As your social interactions develop, and as you approach the legal age for some previously prohibited products, you are more likely to encounter people that smoke, drink or possibly take drugs. Therefore it is important to recognise the risks and responsibility attached to these situations.</p>	<p>You are very soon to be applying to colleges and committing to a pathway for life, so it is important that your decisions are as informed as possible.</p>	

Levenshulme High School – Curriculum Map – Personal Development

		Focus Day 1 - Relationships			Focus Day 2 – Self-Care	
	Title of Session	Personal Health	Consent in Relationships	The Law and Me	Stress Busting	Financial Planning
Year 11	<i>What are we learning in the session?</i>	<p>Explain what breast cancer is and give reasons for why it may occur</p> <p>Identify signs and symptoms of breast cancer</p> <p>Explain how healthy choices may lower the risk of getting breast cancer and other cancers</p>	<p>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.</p> <p>Understand 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.</p> <p>that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.</p> <p>Recognise you have a choice to delay sex or to enjoy intimacy without sex.</p>	<p>The laws that protect us from various kinds of abuse</p> <p>How laws are made and changed</p>	<p>Explain the importance of sleep for wellbeing and brain function, particularly during adolescence</p> <p>Explain how lifestyle choices can affect sleep quality</p> <p>Identify signs of exam stress in yourself and others</p>	<p>Analyse my attitudes towards spending and saving and recognise how these may influence future habits</p> <p>Explain how to plan and budget for my current and future spending and saving and</p> <p>Demonstrate how to manage a personal budget for when I plan to live independently.</p> <p>Recognise there are different ways to save for the long-term and for my retirement</p>
	<i>Why are they learning this?</i>	<p>To help you make decisions around your health</p> <p>To help you identify unhealthy symptoms in yourself and others</p>	<p>To help you make good decisions in your relationships</p> <p>To help you maintain healthy relationships throughout your life</p>	<p>To help you feel protected and know that you have a legal right to this</p> <p>To help you realise that laws protect you, and that they can be changed to help more people</p>	<p>To help you manage your well-being, particularly during exam season</p>	<p>To help you become more independent</p> <p>To help you understand money and its value</p> <p>To help you avoid financial issues through good planning</p>

	<p><i>Why are we learning this now?</i></p>	<p>As your body continues to develop, it is important that you take responsibility for looking after it and checking regularly for signs of more serious illnesses</p>	<p>Your social interactions may start to include new kinds of relationships beyond friendships – it is important that you and your peers are able to develop these in a safe and respectful way</p>	<p>You will be turning 16 very soon, so it is important to understand the laws that protect you and others in, especially as you are soon to be leaving high school and encountering new people and environments.</p>	<p>You are now approaching exam season for your GCSE courses, so it is important to work through and emerge from this healthy.</p>	<p>As you near the end of your time at high school, it is important that you are able to make informed decisions about your future</p>
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