

PERSONAL DEVELOPMENT CURRICULUM MAP 2023 - 24

Westcliff High School for Boys



Key:

L = Delivered via PSHEE Lesson Time	A = Delivered via Year Assembly	T = Delivered via Tutor Time
O = Delivered via Another Subject Key: Biology (BIO), Computer Science (CS), Design Technology: Food (DT), English (EN), History (HI), Maths (MA), Modern Foreign Languages (MFL), Music (MU), Physical Education (PE) and Religious Studies (RS)		E = Delivered via Enrichment Days / Activities

Key Content: Personal Development Overview	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Careers, Enterprise Education and Preparation for Working Life: support readiness for the next phase of education, training or employment so pupils are equipped to make the transition successfully.	L, E, T	L, E, T	L, E, A	L, E	L, E	L, E	E
Citizenship: develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.	L O-RS, HI A, T	L O-RS, HI	L O-RS, HI	L O-RS	L O-RS	L, A	L
Equality and Diversity: promote equality of opportunity, understanding difference is a positive, not a negative, and that individual characteristics make people unique.	L O-RS, HI, MFL A, T	L O-RS, HI, MFL A, T	O-RS, HI, MFL A, T	L O-RS A, T	L O-RS A, T	L, A, T	A
Fundamental British Values: develop and deepen pupils' understanding of democracy, individual liberty, the rule of law and mutual respect and tolerance.	L O-CS, RS, HI, MFL T	L O-CS, RS, HI, MFL A, T	L O-CS, RS, HI, MFL A	L O-RS, MFL A, T	L O-RS, MFL A, T	L, A, T	L, A
Mental Health Education: develop pupils' confidence, resilience and knowledge so that they can keep mentally healthy.	L O-CS, RS, HI A	L O-RS, HI A	L O-CS, RS, HI A	L, A, T	A, T	L, A	L, A, T
Physical Health Education: develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.	L O-DT, BIO, PE A	L O-DT, BIO, PE A	L O-DT, PE A	L, A O-PE	L O-PE T	L, A	T
Relationships and Sex Education and Staying Safe: enabling pupils to recognise online and offline risks to their well-being including risks from criminal and sexual exploitation, domestic abuse, FGM, forced marriage, substance misuse, gang activity, radicalisation and extremism, and making them aware of the support available to them.	L O-CS T	L, T	L O-CS T	L, A, T	L, T	L, T, A	
Relationships and Sex Education and Staying Safe: enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media.	L O-CS T	L, T	L O-CS	L, A, T	L	L, A, T	

Key Content: RSE – Families	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
Know that there are different types of committed, stable relationships.	T	L	T	L O-EN T	O-EN		
Know how these relationships might contribute to human happiness and their importance for bringing up children.	T	L O-EN	T	L O-EN	O-EN		
Know what marriage is, including its legal status, for example, 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.	T	A, T O-HI	T O-HI	L O-EN			
Know why marriage is an important relationship choice for many couples and why it must be entered into freely.	T	A, T O-HI	T O-HI	L O-EN			
Know the characteristics and legal status of other types of long-term relationships.	O-EN T		O-EN	L O-EN			
Know the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting.	O-CS T	O-EN	O-EN	O-EN	L		A, T
Know 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.	L O-CS	L O-EN	L O-CS, EN	L O-EN	L		T

Key Content: RSE – Respectful Relationships Including Friendships	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
<p>Know the characteristics of positive and healthy friendships, in all contexts including online, such as:</p> <ul style="list-style-type: none"> • trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict; and • reconciliation and ending relationships, this includes different (non-sexual) types of relationship. 	L O-CS, EN T	L O-CS, EN A	L O-EN	O-EN T	L, T	T	
<p>Know practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	L, T	L, A	L	T	L, T	L, T	
<p>Know how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (for example, how they might normalise non-consensual behaviour or encourage prejudice).</p>	L O-EN A, T	L O-CS, EN A, T	O-EN A, T	L O-EN, RS A, T	L O-EN, RS A, T	L, A, T	A
<p>Know 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.</p>	L O-CS, RS, EN A, T	L O-CS, RS, EN A, T	O-CS, RS, EN, HI A, T	O-EN, RS	L O-EN, RS	L, T	
<p>Know about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.</p>	A, T	L, A	T	L	A	A, T	
<p>Know that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.</p>		L O-CS	O-EN, HI T	O-EN A	L O-EN	L, T	
<p>Know what constitutes sexual harassment and sexual violence and why these are always unacceptable.</p>			T	A	L	L, T	
<p>Know 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.</p>	L A, T	L, A, T	O-EN, HI T	L O-EN, RS A, T	L O-EN, RS A, T	L, A, T	A

	Key Content: RSE – Online Media (all years have a CEOP assembly delivered by the DDSL in addition to the below)	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
	Know their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts.	L O—CS A, T	L, T	L O-CS	L	L	L	
	Know 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.	O-CS T	L, T	L O-CS	L	L	A, T	
	Know not to provide material to others that they would not want shared further, and not to share personal material which is sent to them.	O-CS E	L, T	L O-CS	L	L	A, T	
	Know what to do and where to get support to report material or manage issues online.	L O-CS E	L, T	L O-CS	L	L	L, T	
	Know the impact of viewing harmful content.	O-CS E	L		L		L	
	Know that sexually explicit material, for example 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.				L		L	
	Know that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.		L	L	L		L, T	
	Know how information and data is generated, collected, shared and used online.	L O-CS T	O-CS T	O-CS	L	L	A, T	

	Key Content: RSE – Being Safe	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
	Know 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.	L, E	L, T	L O-HI T	L O-EN A, T	L, T	L, T, A	L
	Know 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.	L O-CS E	L, T	L O-HI T	A, T	L, T	L, T	

Key Content: RSE – Intimate and Sexual Relationships Including Sexual Health	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year13
Know 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.	L	L	L	A, T	L, T	L, T	
Know that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example physical, emotional, mental, sexual and reproductive health and wellbeing.		L	L	T	L		L
Know the facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women and menopause.	L			A, T			L, T
Know that there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.	L	L		A, T	L	L	
Know that they have a choice to delay sex or to enjoy intimacy without sex.			L	T	T		L
Know the facts about the full range of contraceptive choices, efficacy and options available.		L	L		L		L
Know the facts around pregnancy including miscarriage.					L		L
Know 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).					L		A
Know how the different sexually transmitted infections (STIs), including HIV and AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing.			L O-BIO		L		L
Know about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment.			L O-BIO		L		L
Know how the use of alcohol and drugs can lead to risky sexual behaviour.					L	L	
Know how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.	L	L	L		L		L

Key Content: RSE – The Law	Year7	Year8	Year9	Year 10	Year 11	Year 12	Year 13
Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:							
marriage	T	T	O-HI	L			
consent, including the age of consent	L	L	L, T	A, T	L, T	L, T	
violence against women and girls		O-CS	T O-HI	L O-EN A	L O-EN	L, T	
online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)	O-CE	L, T	L O-CS	L		L, T	
pornography				L		L	
abortion					L		A
sexuality		L			L, A	L, A	
gender identity		L			L, A	L, T, A	
substance misuse	L	L	L		L	L	
violence and exploitation by gangs	L	L, T	T	A, T		A, T	
extremism and radicalisation	T	O-EN	L	T O-EN, RS	T O-RS	A	
criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)	L, T	L, T	T	A, T		A, T	
hate crime	L	O-EN	O-MU	A, T O-EN, RS	T O-EN, RS	T	
female genital mutilation (FGM)	L			L			

	Key Content: Citizenship	Year7	Year8	Year9	Year10	Year11	Year12	Year13
KS3	Teach about the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.	L						
	Teach about the operation of Parliament, including voting and elections, and the role of political parties.	L						
	Teach about the precious liberties enjoyed by the citizens of the United Kingdom.	L		L			L	
	Teach about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.		L				A	
	Teach about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.	L, A, T	L					
	Teach about the functions and uses of money, the importance and practice of budgeting, and managing risk.	L O-MA	O-MA	L	O-MA	O-MA		L
KS4	Teach about parliamentary democracy and the key elements of the constitution of the United Kingdom, including the power of government, the role of citizens and Parliament in holding those in power to account, and the different roles of the executive, legislature and judiciary and a free press.				L			
	Teach about the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond.				L			A
	Teach about other systems and forms of government, both democratic and non-democratic, beyond the United Kingdom.				L			L
	Teach about local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world.				L			L
	Teach about human rights and international law.					L		A
	Teach about the legal system in the UK, different sources of law and how the law helps society deal with complex problems.					L	A	
	Teach about diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.	O-HI T, A	O-HI A	O-HI A	O-RS A, T	O-RS A, T	L, A, T	
	Teach about the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity.	A, T, E			A	A	L	
	Teach about income and expenditure, credit and debt, insurance, savings and pensions, financial products and services, and how public money is raised and spent.	O-HI	O-HI	O-HI	A	A		L, A

	Key Content: Enterprise Education and Preparation for Working Life	Year7	Year8	Year9	Year10	Year11	Year12	Year13
	A knowledge and understanding of the wide variety and types of work available.	L, E	L, E	E	L, E		L, E	E
	An understanding of unemployment and why it may occur. An appreciation of the support systems available to those who are unemployed.							A
	Promote equality of opportunity in the workplace, understanding difference is a positive, not a negative, and that individual characteristics make people unique.	T	L		A	A		
	The concept of changing skills in the workplace and the idea of Life-long Learning, including training options and career development. An understanding of the real meaning of redundancy.	E	E	E	E	E	E	A, E
	An awareness that particular skills are required for specific jobs and courses and how these can be acquired. A knowledge of where and how jobs and courses are advertised. An appreciation of the skills associated with applying for jobs and courses, to include completing application forms, writing covering letters, choosing suitable references and making relevant telephone calls. Skills associated with interview techniques, to include dress, preparation, presentation skills and the importance of body language.	E, T	L, E, T	E	L, E, T	E	L, E, A, T	E, T
	Economic and financial aspects of life. Different payment types for work. Understanding the difference between gross and net pay and voluntary and compulsory deductions.	O-MA	O-MA		A, T	L, A, T		L, A
	The importance of money management, earning, spending, saving and the various forms of borrowing. The need for financial planning for the future. How to access financial guidance.	L		L	A, T	A, T		L, A
	An understanding of how business organisations are generally structured and operate with the role of key personnel and management levels within that structure. Mechanisms for staff development to include training, appraisal schemes, promotions, side-stepping mentoring and shadowing.	E	E	E	E	E	E	A, E
	Knowledge and understanding of the main features of legislation protecting the workforce to include Equal Opportunities, Health and Safety at Work Act 1974, the Disability Discrimination Act 1995, the Employment Equality (Age) Regulations 2006 and the National Minimum Wage Act.	T				L, A	A	A
	Enterprise activities where pupils should be able to engage with ideas, challenges and applications from the business world. These should include a basic understanding of the enterprise concept, common skills, attitudes and qualities necessary for success in enterprise activities: leadership, imagination, planning, risk assessment, perseverance and enthusiasm.	E, A					E	E
	To identify and describe hazards to health and well-being in the workplace and suggest appropriate ways to eliminate or reduce them.	T		E			E	T