



KS3 Curriculum Map – Personal Development:

| Topic | Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge. | Assessment Opportunities What assessments will be used to measure student progress? |
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| PSHE | <ul style="list-style-type: none"> • An introduction to Personal Development at The Blue Coat School. • Friendship – the importance of friends, how to be a good friend and how friendships change over time. • Bullying, including cyber and sexual bullying. • Protected characteristics. | <ul style="list-style-type: none"> • Distinguishing between characteristics of good and bad friends, therefore identifying traits of positive relationships. • Identifying different types of bullying and understanding why they are wrong. • Naming the protected characteristics and understand the rationale behind the 2010 Equality Act. | <ul style="list-style-type: none"> • Skills reflection. • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. |
| CIAG | <ul style="list-style-type: none"> • Definitions of stress and anxiety, their triggers and how to combat stress and anxiety. • Factors contributing to choosing a job, e.g. salary, working hours... • Features of different jobs. • Next steps required to reach specific career goals. | <ul style="list-style-type: none"> • Identifying personal triggers of stress and anxiety, understanding that some levels of stress can be good. • Writing a letter to a friend who has anxiety, developing understanding of how to tackle anxiety and support their peers. • Completing the prospects job quiz and creating a job profile. | <ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. |
| PSHE | <ul style="list-style-type: none"> • Features of a healthy lifestyle. • Puberty. | <ul style="list-style-type: none"> • Creating and delivering a presentation. • Identifying where to seek support relating to different aspects of puberty. | <ul style="list-style-type: none"> • Students create and deliver presentations on an aspect of healthy living (assessed on knowledge and skills). • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. |

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| <p>CIAG</p> | <ul style="list-style-type: none"> • Transferable skills. • What is the 'world of work' and how is it changing? • Revision techniques. | <ul style="list-style-type: none"> • Reflecting on the progress that they have made since September (linking back to PD L1). • Planning for next steps in an academic/career journey. | <ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. |
| <p>Citizenship</p> | <ul style="list-style-type: none"> • Factors which contribute to effective citizenship. • Parliament and government (local and national). • Democracies, who can vote in the UK and how. • Manifestos and political party. • What is the law, why do we have it and what happens if you break it? | <ul style="list-style-type: none"> • Discussing rights and responsibilities as citizens of the UK and the Blue Coat School, considering how to be an effective, active citizen in school. • Discussing issues students think should be raised at student council and considering the most effective methods of raising said issues. • Debate whether the voting age be lowered. • Creating political parties (in groups); presenting ideas to the class before a mock election. | <ul style="list-style-type: none"> • In groups students create their own political parties, presenting their ideas to the class before a mock election. Teacher assesses team work, communication and public speaking skills. • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. |
| <p>CIAG</p> | <ul style="list-style-type: none"> • Post-18 options. • University application process including personal statements. • Future career options. • Where can different GCSE options take me? • Labour market information. | <ul style="list-style-type: none"> • Reflecting on progress made in developing transferable skills. • Considering the pros and cons of different post-18 options. • Creating a mock personal statement. • Completing a careers test and research potential careers. • Students are supported to select GCSE options which fit their future goals, as well as their skills and passions. | <ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. • Students create and deliver presentations on a potential future career (assessed on knowledge and skills). |
| <p>PSHE and RSE</p> | <ul style="list-style-type: none"> • What is stress and how to deal with it. • Time management. • Mental health and the importance of sleep. • Puberty re-cap and importance of good personal hygiene. • Gender and sexuality, including HBT bullying. • Social media, including cyber bullying and digital footprints. | <ul style="list-style-type: none"> • Discussing the importance of talking about mental health and understanding how and where to seek support. • Using resources from the Barnardo's Positive Identities Service, identifying the difference between sex, gender and sexuality. Discussing how we can be more inclusive and supportive. | <ul style="list-style-type: none"> • Written reflection at the end of each lesson. • Verbal contributions, listening skills and teamwork. |

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| | <ul style="list-style-type: none">• How to send a professional emailing.• Sexual texting, grooming and FGM (link to UN Rights of the Child).• Alcohol, smoking and drugs. | <ul style="list-style-type: none">• Discussing pros and cons of social media and understanding where/how to seek support regarding cyber bullying.• Drafting a 'professional' email.• Ranking the impacts of drinking alcohol and understanding where/how to seek support relating to drugs, alcohol and smoking. | |
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