



## Personal Development 2024/2025 Overview Year 9

To enable you to support and consolidate your child's learning and continue these vital conversations at home, please see the overview below.

AUTUMN HALF TERM 1 : PEER INFLUENCES, SUBSTANCE USE AND GANGS	
<b>Introduction to Personal Development</b>	This introductory lessons focuses on understanding Personal Development and its importance. Within this introductory lesson the class with teacher support will establish the ground rules for Personal Development lessons considering that sensitive topics will be addressed. This lesson briefly introduces British Values and Protected Characteristics. Safeguarding and Support at SARCHS are too addressed.
<b>Introduction to gangs</b>	This lesson will explore the distinction between healthy relationships and those that exhibit unhealthy characteristics which may signify they are part of gang activity. It will also explore why people join a gang so as to dispel the myths associated with this.
<b>Risks of a gang</b>	This lesson explores the risks and consequences of gang related behaviours. It also considers the pressures and manipulation techniques used on young people to join a gang and how they can resist these.
<b>Leaving a gang</b>	This lesson concludes learning about gangs by exploring exit strategies and support systems for those people who have concerns about gang activity.
<b>Knife Crime</b>	This lesson been designed to help reduce knife crime by equipping teachers to challenge the myths and communicate the realities of carrying a knife among young people. The lesson plans use the Home Office's #knifefree campaign as stimulus for discussion. Whilst it is important to raise the issue of knife crime with some communities, it is also important to emphasise that the vast majority of young people in this age range (99% of 10 - 29 year olds) do not carry a knife and this campaign focuses on celebrating those young people who, through their experiences, have chosen to live knife free.
<b>Exploring attitudes/Drugs the Law and Managing Risk</b>	This is the first of two lessons for year 9 focusing on the risks and consequences of drug use. This lesson will allow you to gain a clear picture of students' current understanding of drugs, explores attitudes towards their use and clarifies perceptions regarding the prevalence of drug use. The second part of the lesson focuses on the risks and consequences of drug use, teaching students about the law in relation to drugs, the legal consequences of possessing or supplying drugs and how police officers enforce these laws in practice.
<b>Drugs and their effects- Alcohol, Cannabis and Managing Influence</b>	This is the final lesson focusing on the risks and consequences of drug use. This lesson explores the effects of different patterns of alcohol use, in addition to the health risks associated with alcohol and cannabis

## AUTUMN HALF TERM 2 : RESPECTFUL RELATIONSHIPS

An additional lesson was added to autumn 1 to address the UK Riots.

<b>Drugs and their effects- Alcohol, Cannabis and Managing Influence</b>	<p>This is the final lesson focusing on the risks and consequences of drug use. This lesson explores the effects of different patterns of alcohol use, in addition to the health risks associated with alcohol and cannabis.</p>
<b>Healthy Relationships</b>	<p>This lessons focus on healthy respectful relationships, addressing 'healthy' and 'unhealthy,' factors. The lesson concludes with addressing where pupils can access support.</p>
<b>Anti-Bullying –Theme for 2024 – Choose Respect</b>	<p>This Anti-Bullying Week pupils will explore and define the concept of respect, including its importance in maintaining positive relationships, how it interlinks with bullying, and how it influences interactions, particularly when disagreements occur. Pupils will identify and practice strategies for managing conflicts and disagreements respectfully, emphasising how to avoid bullying behaviours and maintain constructive communication. Pupils will learn how to recognise and address disrespectful behaviour, including how to support others who are being disrespected, and promote a culture of respect in various settings, including online and in person interactions.</p>
<b>Online Relationships</b>	<p>This lesson explores how young people can access help to keep themselves, and their personal information safe whilst online, particularly when developing relationships through social media, including gaming platforms.</p>
<b>Sexual harassment</b>	<p>This lesson continues to focusing on empowering and supporting young people as they develop relationships. This lesson explores the concerns raised by harmful sexual behaviours in all its forms, including sexual harassment. It empowers young people with ways to manage, and speak up about these behaviours, including seeking help.</p>
<b>Consent</b>	<p>This lesson focuses on issues relating to consent within relationships and equips pupils with the knowledge and skills to recognise unhealthy behaviour and speak up if they have concerns about a relationship.</p>
<b>Remaining lessons</b>	<p>Time allocated to catch up lessons from Autumn 1 and 2,</p>

## SPRING HALF TERM 1: SETTING GOALS

<b>Developing Teamwork: Including Negotiation, Compromise and Communication</b>	<p>Pupils will begin to explore some important skills. Pupils will be able to define negotiation, compromise and communication and following this be able to apply this to everyday scenarios. Pupils will discuss how they would to compromise and what their negotiation strategy would be.</p>
<b>Future Careers</b>	<p>Pupils will be introduced with information about where they can find information about future careers. Relevant examples will be shown and pupils will reflect on their future careers options and aspirations.</p>

<b>Types of work</b>	This lesson will focus on the different types of work, included employed, self-employed and voluntary work. Following addressing the definitions of the various types of work, pupils will then explore the advantages and disadvantages of each type of work. Pupils will conclude on designing an Instagram post to encourage young people to take up voluntary work.
<b>Routes into work</b>	Pupils will explore the routes into a possible future career. Pupils will then formalise their research into an action plan. To conclude the lesson, pupils will choose one post-16 option and explore the advantages and disadvantages of the route.
<b>Showcasing Personal Strengths</b>	This is the first of two lessons focusing on identifying personal strengths and managing online presence. Developing knowledge, skills and positive attributes relating to social media use can help pupils to understand how this could affect a person's employment opportunities in the future. Finally, pupils will consider how they can showcase personal strengths online.
<b>Managing Online Reputation</b>	This is the second of two lessons focusing on identifying personal strengths and managing online presence. Developing knowledge, skills and positive attributes relating to social media use can help pupils to understand how this could affect a person's employment opportunities in the future. Finally, pupils will explore how maintaining a positive online reputation can help them securing future employment.

<b>SPRING HALF TERM 2 : HEALTHY LIFESTYLE</b>	
<b>Snapchat</b>	This lesson provides pupils with the knowledge and understanding to be able to use Snapchat responsibly, recognise potential risks, and know how to protect our digital wellbeing.
<b>Healthy Eating and Food Choices</b>	This is the first of two Health Education lessons, exploring food choices, physical activity and balanced lifestyles. In this lesson, pupils will explore what influences diet and exercise choices and how to discern between reliable and less reliable health information.
<b>Physical Activity</b>	This is the second of two Health Education lessons, exploring food choices, physical activity and balanced lifestyles. In this lesson pupils will learn why health-related decisions might vary from person to person, and about barriers to making healthier choices and strategies for overcoming these.
<b>Sleep</b>	This lesson explores the importance of good quality sleep — addressing the impact on health and wellbeing. Pupils will explore healthy sleep patterns and identify factors which can reduce sleep quality.
<b>FGM</b>	The lesson explains what Female Genital Mutilation (FGM) is, the law in relation to FGM and supports development of protective factors that will support young people to speak up, seek help and report if they or others are at risk, or have experienced FGM.
<b>Cancer Awareness</b>	This lesson introduces the topic of cancer. Pupils will explore breast and testicular cancer distinguishing between facts and myths.

**SUMMER HALF TERM 1: INTIMATE RELATIONSHIPS –TENTEN RESEOURCE**

<b>Love people use things</b>	<p>This lesson reflects on consumerism's impact and examines the concept of objectification. In terms of sexual desire, this means we can treat people the way we treat things. Pupils will explore the link between attraction, sexual fantasy, pornography and masturbation and how this can lead to us using ourselves and others. Pupils will be challenged to embrace a vision where instead of loving things and using people, we love people and use things.</p>
<b>In control of my choices</b>	<p>This lesson invites reflection on desire and attraction, what it is and why we experience it. It explains the meaning of lust. Through a range of stories and insights from both students and presenters, it considers how effort and perseverance are needed to control our choices and not let them be dominated by lust.</p>
<b>Fertility and Contraception</b>	<p>This lesson invites pupils to reflect on the gift and responsibility of fertility. Pupils will consider what they already know about how different contraceptives function and their effectiveness as well as potential drawbacks. Pupils will be invited to reflect on Catholic teaching that married couples should choose Natural Family Planning instead of contraception as an expression of responsible parenthood.</p>
<b>Commitment &amp; Marriage</b>	<p>Lesson four invites' pupils to reflect on commitment means and the different forms it can take in terms of sexual relationships including marriage.</p>
<b>One Hundred Percent</b>	<p>This session invites students to explore the complexities surrounding consent, including sexual consent. Students will hear several real-life stories where consent has not been given and explore the different factors involved in giving and receiving consent.</p>
<b>Human Rights</b>	<p>The session begins with an explanation of human rights and then moves on to explore the way human rights are violated by sexual harassment, exploitation, assault and rape.</p>

**SUMMER HALF TERM 2: DEMOCRACY & PARLIAMENT/PERSONAL SAFETY**

<b>Water Safety</b>	<p>Pupils will explore water safety, focusing on the dangers of open water swimming.</p>
<b>Basic First Aid</b>	<p>This lesson is designed to teach pupils about basic life support. They'll learn how to do the primary survey, the recovery position, CPR, and how to use an AED.</p>
<b>Choking</b>	<p>Pupils will be able to identify a casualty who is choking. Pupils will then be able to provide suitable first aid, understanding where to get medical support from.</p>

<b>Run/Hide/Tell</b>	While the chances of being caught up in a knife or gun attack are rare, it is important that young people are prepared and know how to protect themselves if the need arises. The National Counter Terrorism Security Office (NaCTSO) provides guidance on three key steps for keeping safe in the event of a knife or gun attack, RUN, HIDE and TELL.
<b>What is democracy/parliament</b>	Pupils will consider what democracy means, why it is important and how it impacts their day-to-day lives. Pupils will also explore how democracy in the UK has evolved over time and what changes they might like to see to democracy in the UK in the future.
<b>Local Council Budgets</b>	Pupils will critically consider the needs of a fictitious town and how to spend its £250 million budget wisely. Working in teams, pupils evaluate the local needs and priorities of the town and then pitch their budget proposal to local residents. Afterwards, the local councillors cast votes for which budget allocation best supports the needs of the local community.
<b>Evaluation</b>	Pupils will provide feedback on the 2024-2025 PD curriculum, as well as voice additional topics they would like to see covered.