**Personal Development Curriculum map KS2-KS4 Hollis Academy**

**PHSE, Sex and Relationships. Health and Wellbeing, Careers and PfA**

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|  | **Autumn 1**  Health and Wellbeing | **Autumn 2**  Living in the wider World | **Spring 1**  Relationships | **Spring 2**  Health and Wellbeing | **Summer1**  Relationships | **Summer 2**  Living in the wider world | |
| Year 7 | **Substances**:  Social norms regarding drugs,  alcohol and tobacco; Myths and  misconceptions; Influence and  risks relating to substance use | **Careers: PfAL**  Developing enterprise skills;  The world of work and young  people’s employment rights;  Enterprise project  -  CROSS-YEAR, GROUP WITH Y5 | **Relationships:**  Healthy and positive  relationships, including intimate  relationships; Expectations and  stereotypes in relationships;  Managing strong feelings; The  concept of consent | **Healthy lifestyles:**  Physically and mentally healthy  lifestyles; Healthy sleep habits;  Dental health; Managing stress;  Accessing health services | **Relationships:**  Stereotypes and expectations  of gender roles, behaviour and  intimacy;  Consent in intimate situations; Introduction to contraception and sexual health. | **Economic wellbeing: PfAL**  Evaluating value for money; including saving, borrowing and budgeting.  Debt, fraud and personal  values around finance; Financial  exploitation | |
| Year 8 | **First aid and keeping safe**: **PfAL**  \*First aid including CPR and  defibrillator use; Personal safety  including travel safety | **Careers: PfAL**  Princes Trust project  Life and career aspirations;  Personal strengths and skills  for employment; Stereotypes;  Routes into careers; Progression  routes; Online presence | **Discrimination**  Discrimination in all its forms, including:  racism, religious discrimination ,sexism,  homophobia, biphobia and transphobia | **Mental Health and Well-being**  Attitudes to mental Health; Digital resilience; Body image; Healthy and unhealthy coping strategies. Seeking support for themselves and others. | **Identity and relationships**  Gender identity, sexual orientation, consent, ‘sexting’, and an introduction to contraception | **Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks | |
| Year 9 | **Peer influence, substance use and gangs**  Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation | **Careers**  Setting goals Learning strengths, career options and goal setting as part of the GCSE options process | **Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes | **\*Healthy lifestyle** **PfAL** Diet, exercise, lifestyle balance and healthy choices, and first aid | **Intimate relationships and sex education**  including consent, contraception, the risks of STIs, and attitudes to pornography | **Careers**  **Enterprise Project**  Employability skills Employability and online presence | |
| Year 10 | **Mental health PfAL**  Mental health and ill health, stigma, safeguarding health, including during periods of transition or change | | **Healthy relationships** and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography  Testicular Cancer | | **Exploring influence** The influence and impact of drugs, gangs, role models and the media  **Addressing extremism and radicalisation** Communities, belonging and challenging extremism | | |
| Year 11 | **Building for the future PfAL**  Self-efficacy, stress management, and future opportunities | | **Independence** \*Responsible health choices, and safety in independent contexts | | **Families**  Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships |  | |
|  |  |  |  |  | **Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse | |  |

**\*PfAL – Preparation for adult life outcomes help to shape EHC plans .**

**PfAL outcomes identified are not fixed, teachers can expand the framework and build curriculum experiences that will meet the needs, aspirations**

**and wishes of the young person.**