

PERSONAL VALUES CURRICULUM

Our vision is to empower students with the essential skills required for thriving as responsible, engaged citizens in contemporary Britain. We commit to nurturing the holistic development of each child. This includes fostering character growth, promoting aspects of a healthy lifestyle – both physical and mental well-being, cultivating an understanding of positive relationships, and equipping students with the necessary knowledge for making informed financial and career choices. Research supports that such comprehensive education not only contributes to individual success but also to the well-being of the wider community (Catalano et al., 2004; Greenberg et al., 2003). We believe that by laying this foundation, our students are poised to become well-adjusted, contributing members of society.

Our PSHE curriculum (known as Personal Values) is meticulously designed to prepare students for the complexities and opportunities of adult life. Drawing upon guidelines and best practices from the PSHE Association, we are committed to equipping our learners with a robust set of skills and knowledge, enabling them to make informed and responsible choices concerning their wellbeing, health, relationships, and future aspirations.

Well-being (Health and Wellbeing Strand)

- Our curriculum, reflecting the PSHE Association's Health and Wellbeing strand, incorporates practices from leading UK programs like the Mindfulness in Schools Project and Place2Be’s mental health support. Alongside recommendations from the British Psychological Society and the NHS, these approaches help students develop skills in managing their health and emotional well-being.

Healthy Relationships (Relationships Strand)

- Aligning with the PSHE Association's Relationships strand, we integrate effective practices from initiatives like the UK’s ‘Respectful Relationships’ program. Our curriculum covers diverse relationship dynamics, effective communication, and emotional intelligence, ensuring students develop a comprehensive understanding of healthy interpersonal interactions.

Respect and Responsibility (Living in the Wider World Strand)

- In our Living in the Wider World strand, we incorporate principles and practices from UK programs like the Young Citizens and the Duke of Edinburgh’s Award. These programs emphasise civic engagement, community responsibility, and the appreciation of diversity, aligning with the Equality and Human Rights Commission principles.

Career and Financial Awareness (Living in the Wider World Strand)

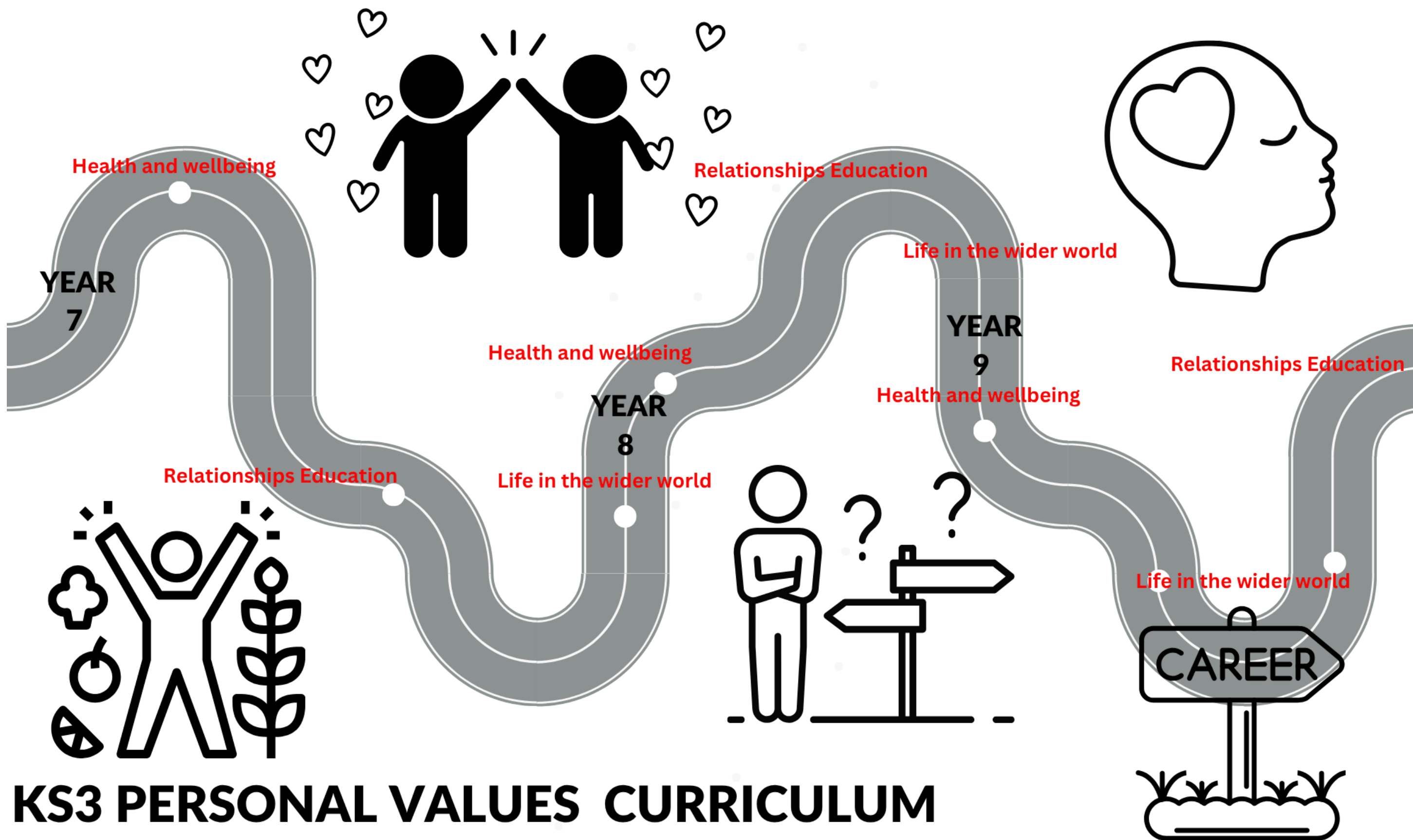
- Our approach to career and financial literacy extends to best practices from programs like the Young Enterprise and MoneySense. These models, aligned with the PSHE Association, prepare students for economic realities and career planning, providing practical skills for financial management.

Personal Development Skills (Health and Wellbeing & Relationships Strands)

- We adopt evidence-based methods and practices from UK leadership and personal development programs such as the Prince’s Trust Achieve programme. These initiatives focus on resilience, tolerance, responsibility, empathy, and personal safety, integral to both the Health and Wellbeing and Relationships strands of the PSHE Association.

Our curriculum is designed to ensure a comprehensive educational journey, aligning with the PSHE Association's framework and integrating the best practices from across the UK. Our goal is to produce well-informed, responsible, and capable young adults who are prepared for the diverse challenges and opportunities they will encounter.

In embracing the PSHE Association's framework as a starting point, our curriculum uniquely extends its reach to prepare students for the complexities of modern life. We are committed to nurturing well-rounded, forward-thinking individuals who are ready to excel in a rapidly evolving global landscape. Our goal is to produce students who are not just academically equipped but are also socially, emotionally, and ethically prepared to make a positive impact in the world.



KS3 PERSONAL VALUES CURRICULUM

Year 7		
Autumn Term		Spring Term
Unit Title: Health and Wellbeing	Unit Length: 13 lessons/weeks	Unit Title: Relationship education
		Unit Length: 12 lessons/weeks
Domains of knowledge: Being healthy Understanding and achieving wellbeing	Domains of knowledge: Healthy relationships with self and others	Domains of knowledge: Careers Adult life
Key concepts: Changes. Independence. Challenges. Safety. Cyber security. Mental wellbeing. Physical wellbeing.	Key concepts: Relationships. Changes. Challenges. Diversity. Safety. Cyber security. Influences.	Key concepts: World of work. Change. Opportunities. Challenges. Diversity. Safety. Influences. Financial competency. Independence.
Relevant end points covered: End Point 1: an in depth understanding of how to take care of their physical and mental well-being. End Point 3: to develop respect for themselves and others, understanding the importance of responsible behaviours and actions in a diverse community. End Point 5: To have developed their skills of resilience, tolerance, responsibility, empathy, and personal safety.	Relevant end points covered: End Point 2: knowledge of how to maintain a variety of healthy relationships within a range of contexts. End Point 3: to develop respect for themselves and others, understanding the importance of responsible behaviours and actions in a diverse community. End Point 5: to have developed their skills of resilience, tolerance, responsibility, empathy, and personal safety.	Relevant end points covered: End Point 3: to develop respect for themselves and others, understanding the : importance of responsible behaviours and actions in a diverse community End Point 4: awareness and understanding of career options and financial management. End Point 5: to have developed their skills of resilience, tolerance, responsibility, empathy, and personal safety.
Broken down knowledge covered: To be able to understand the differences between primary and secondary school and to express the areas they are looking forward to and are worried about. Understand what Self Esteem is and the factors that can improve or lower it. To be able to discuss a range of emotions using words such as sad, happy, angry. To be able to analyse the scale of their emotions and know when to ask for support. To understand the concept of resilience and have some tools to help in difficult situations. Be able to understand how the changes which take place during puberty affect the life of a young person – including those in the LGBT community. To know what Female Genital Mutilation is, who it might affect and how to spot the signs. To understand how to be hygienic. This includes the basics of washing, teeth brushing and keeping hands clean. To understand the elements of a balanced diet including the Eatwell plate, effective hydration and how to incorporate favourite foods into the diet. To know the effects on the body of lack of sleep To understand the effects of alcohol on the body To be able to discuss the long-term effects of smoking. To understand the dangers that exist in the online world including grooming, cyber bullying and the digital footprint. To know how to access help with issues online including blocking and reporting.	Broken down knowledge covered: To understand what boundaries are, explore their own boundaries and know when to put them into place. To be able to discuss reasons why friendships might get into trouble and have a range of strategies to deal with this. To know the difference between upstanders and bystanders and be able to explain ways to be an upstander. To understand the purpose of the Equality Act, explain who it affects and how it supports people in everyday life. To understand the different elements of the LGBT Community, the challenges they face and how that effects people in our school. To know what a stereotype is, how they might be formed and to examine their own areas of bias. To be able to discuss how social media affects relationships, the pressure it puts on them and how it can cause problems between partners. To understand the pressures faced by teenagers and the things that influence them including online and offline scenarios. To be able to outline what a respectful relationship looks like including how it might feel, how someone may be treated and the effects this might have on a family. To understand the dangers that exist on the internet for young people including grooming, online gaming, cyber bullying, sharing. To recognise the signs of someone involved in gang life and to understand the dangers it can lead to.	Broken down knowledge covered: To understand the different pathways, open to them after GCSE including vocational options and academic. To be able to identify their own skills and qualities and articulate how these will be a benefit in the world of work. To understand the 5 British Values and their importance and be able to suggest how we put these into action at our school. To understand their rights and responsibilities in the workplace, how they are covered by law and the agents such as unions which protect these. To understand the purpose of budgeting and be able to practise creating a budget. To understand the purpose and benefits of aspirations and goals, explore their own and map out how they plan to meet them. To understand how our government is made up and the function of key roles such as Prime Minister, Lord, MPs, and Councillors. To understand the dangers of child criminal exploitation, be able to spot the signs and know who to go to get help. To understand what happiness might look like for them, be able to articulate the things which affect their happiness and know where to access help when they are not feeling happy.

Year 8					
Autumn Term		Spring Term		Summer Term	
Unit Title: Health and Wellbeing	Unit Length: 7 lessons/weeks	Unit Title: Relationships Education	Unit Length: 8 lessons/weeks	Unit Title: Life in the Wider World	Unit Length: 7 lessons/weeks
Domains of knowledge: Being healthy Understanding and achieving wellbeing		Domains of knowledge: Healthy relationships with self and others		Domains of knowledge: Careers Adult life	
Key concepts: Independence. Challenges. Diversity. Safety. Influences.		Key concepts: Changes. Challenges. Diversity. Safety. Influences.		Key concepts: Changes. Independence. Opportunities. Challenges. Diversity. Safety. Influences. Financial competence.	
Relevant end points covered: End Point 1: an in depth understanding of how to take care of their physical and mental well-being. End Point 3: to develop respect for themselves and others, understanding the importance of responsible behaviours and actions in a diverse community. End Point 5: to have developed their skills of resilience, tolerance, responsibility, empathy, and personal safety.		Relevant end points covered: End Point 2: knowledge of how to maintain a variety of healthy relationships within a range of contexts. End Point 3: to develop respect for themselves and others, understanding the importance of responsible behaviours and actions in a diverse community. End Point 5: to have developed their skills of resilience, tolerance, responsibility, empathy, and personal safety.		Relevant end points covered: End Point 3 To develop respect for themselves and others, understanding the importance of responsible behaviours and actions in a diverse community End Point 4 Awareness and understanding of career options and financial management. End Point 5 To have developed their skills of resilience, Tolerance, Responsibility, Empathy and Personal Safety	
Broken down knowledge covered: To understand the elements needed for a healthy lifestyle including appropriate diet, adequate hydration, sleep, and exercise. To understand what mental health is, recognise some common mental health problems and know how to assess when tough times have become a mental health problem. To understand what resilience is and be able to discuss with tools provided how they might become more resilient. To be able to define HBT Bullying, recognise which actions would be classes as this and be able to articulate the actions which might make this less common in our school. To understand why people, carry knives, what could happen as a result and the effects on a person’s life in terms of loss, penalties and punishments. To be able to discuss the range of activities that might take place under the heading of criminal exploitation, know how to recognise the signs and where to go for help and support.		Broken down knowledge covered: To understand the components of a healthy relationship and be able to discuss what actions would make a relationship unhealthy. To understand a range of ways to deal with conflict including avoiding the person, mediation, and compromise. To be able to discuss which actions might show that a person is in love and be able to recognise signs that a relationship is progressing. To understand the issues a person might face when articulating their gender and deciding how they identify. To understand the effect that different types of media might have on a relationship including airbrushing, sexualisation, peer pressure and grooming. To understand why some relationships might fail and know a range of strategies to deal with this. To understand the pressures on men today and know a range of ways to support men with their emotional health.		Broken down knowledge covered: To explore the career options of the future, understand what Labour Market Information is telling us and be able to explain how to get into these roles. To be able to identify their qualities and skills, link them to their future aspirations or begin thinking about what they might want to do based on these skills if they do not have an idea now. To be able to name the British Values, explain why they are so important, particularly in our local area and suggest what we can do to improve the situation. To develop a sense of pride in who they are by highlighting their areas of strength and reflecting on their areas for improvement, putting a plan in place for how to improve. To understand how and why self-esteem is affected by the media with reference to airbrushing, platforms such as Instagram and online bullying. To understand the dangers of getting involved with the wrong people including grooming, crime, drugs, and weapons	

Year 9					
Autumn Term		Spring Term		Summer Term	
Unit Title: Health and Wellbeing	Unit Length: 7 lessons/weeks	Unit Title: Life in the Wider World	Unit Length: 7 lessons/weeks	Unit Title: Relationships Education	Unit Length: 7 lessons/weeks
Domains of knowledge: Being healthy Understanding and achieving wellbeing		Domains of knowledge: Healthy relationships with self and others		Domains of knowledge: Careers Adult life	
Key concepts: Changes. Independence. Challenges. Safety. Influences.		Key concepts: Changes. Independence. Opportunities. Influences. Financial competency.		Key concepts: Changes. Challenges. Diversity. Safety. Influences.	
Relevant end points covered: End Point 1: An in depth understanding of how to take care of their physical and mental well-being. End Point 2: knowledge of how to maintain a variety of healthy relationships within a range of contexts. End Point 3: to develop respect for themselves and others, understanding the importance of responsible behaviours and actions in a diverse community. End Point 5: to have developed their skills of resilience, tolerance, responsibility, empathy, and personal safety.		Relevant end points covered: End Point 3: to develop respect for themselves and others, understanding the importance of responsible behaviours and actions in a diverse community. End Point 4: awareness and understanding of career options and financial management. End Point 5: to have developed their skills of resilience, tolerance, responsibility, empathy, and personal safety.		Relevant end points covered: End Point 1: an in depth understanding of how to take care of their physical and mental well-being. End Point 2: knowledge of how to maintain a variety of healthy relationships within a range of contexts. End Point 3: to develop respect for themselves and others, understanding the importance of responsible behaviours and actions in a diverse community. End Point 5: to have developed their skills of resilience, tolerance, responsibility, empathy, and personal safety.	
Broken down knowledge covered: To understand the influences in their own life and how these affect their decisions. These will include, family, peers, influencers, and the media. To understand how media airbrushing can affect self-esteem and know at least one strategy to combat this. To know a range of strategies for dealing with grief and loss including talking and honouring the memory with an activity. To understand the range of health decisions which can be made by students in year 9 including when to see a doctor, checking for cancers and effective oral care. To understand what cannabis is, the forms it comes in and the dangers it poses to young people. To understand a range of illegal drugs, their effects and possible consequences and the law on carrying them. These will include cocaine, heroin, LSD and spice.		Broken down knowledge covered: To understand and be able to practise the skills needed to be an entrepreneur. these will include leadership, communication, listening, risk Taking, time management, customer service and networking. To understand what a career sector is and explore two sectors. this can be subject to change based on the year group. To understand the rights and responsibilities a person has at work, why they need them and how to protect them. To understand the transition points coming up in their learning, how to prepare for them, how to make decisions without bias and the options open to them in the next stage of their journey. To know what a stereotype is and dispel some common stereotypes which might lead them to rule out career paths e.g. certain jobs are for girls, younger workers are better than older etc. To understand the options process, become familiar with the choices they can make and start to forge a link between these subjects and their future aspirations. To understand the concepts of salary and wages and link this to the careers they have studied and to their own aspirations, working out the amount they feel they will be able to live with. To explore the ideas of growth and fixed mindsets and create a strategy for dealing with failure and improving resilience e.g. drafting in writing and taking feedback on board.		Broken down knowledge covered: To understand the different types of relationship and the different boundaries that may be in place. To know how to recognise when a relationship is not respectful or safe and who to report this to. To understand the term consent, when it can be given and when it can't and be able to discuss ways in which a person may give or withdraw consent in relationships. To know the range of contraception available to young people, how they work, their effectiveness and where to get them from. To be able to discuss the effect of sexual imagery in the media on how far a young person is willing to go in their relationships and how they feel about their own body. To understand the different forms of sexual activity, their risks, how to make them safe and the potential consequences. To understand the term sexual harassment and be able to give examples which would be classed as this. Examples will be relevant to the school context and will include showing unwanted attention to classmates, flirting with others when not reciprocated, touching without permission, making sexual comments, and sending repeated sexual messages. To understand that criminal exploitation is not limited to drugs and there are other elements such as sexual exploitation involved. To be able to outline the grooming process and why someone vulnerable might end up in this situation. To know where to go for help.	