

St Mary's CE High School Curriculum Map 23-24

Year 7 Personal Development



Our Vision: "Personal Development is the rich soil" in which seeds of resilience, enquiry, ambition, and citizenship flourish and roots grow, providing students with a nurturing environment to develop essential life skills, explore personal values, foster positive relationships, and navigate the complexities of the world around them. This scheme of learning aims to cultivate a holistic approach to Personal Development, nurturing students' growth, resilience, and well-being while empowering them to become active agents of positive change.

This statement emphasises the interconnectedness between Personal Development and the threads of resilience, enquiry, ambition, and citizenship. It highlights the role of Personal Development in providing a supportive and fertile environment for these threads to grow and thrive, enabling students to develop essential life skills. By integrating these elements into the scheme of learning, the goal is to empower students to become well-rounded individuals capable of navigating the complexities of the world and making a positive impact.

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	Autumn 1a	Autumn 1b	Spring 2a	Spring 2b	Summer 3a	Summer 3b
CONTENT	Physical and mental wellbeing: What's all about me? Am I my own worst enemy? How can I deal with unhelpful thoughts? What is happiness linked to? How can we recognise the signs of mental wellbeing concerns? What are anxiety and Depression? What activities can improve mental wellbeing?	Physical and mental wellbeing : How can we eat healthily? How can food affect your weight? What are the dangers associated with energy drinks? Why are food labels important? What causes tooth decay? What are the links between food and cancer?	Relationships and Sex education What is the menstrual cycle? What facts do I need to know about periods? What changes occur during puberty? How can my mood be affected by puberty? What emotional challenges can puberty bring? How can puberty impact your physical health?	Relationships and Sex education What are the characteristics of a respectful relationship? How can stereotyping damage respectful relationships? Why is it important to treat people with respect? Why is bullying disrespectful? What types of behaviour in relationships are disrespectful? How does the Equality Act 2010 help develop respectful relationships?	Living in the wider world How can I ensure personal safety online? What is the link between social media and body image? What are the risks associated with online gambling? What is cyberbullying? How can you protect your identity online? How can you identify harmful behaviours online?	Citizenship and British Values What is the role of the monarch? What is the role of parliament? What is the role of political parties? Why is Democracy so important? How do elections and the voting system work? What liberties do we enjoy as citizens of the U.K?

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Skills	Decision making Critical thinking and reflection Working with others Enquiry skills	Decision making Critical thinking and reflection Working with others Enquiry skills	Decision making Critical thinking and reflection Working with others Enquiry skills	Decision making Critical thinking and reflection Working with others Enquiry skills	Decision making Critical thinking and reflection Working with others Enquiry skills	Decision making Critical thinking and reflection Working with others Enquiry skills
Key Questions	Am I my own worst enemy? What choices do I have regarding mental health?	What informed choices can I make about my eating habits?	What changes will my body go through and what choices might I face?	What choices should I consider when developing respectful relationships?	What choices will I face when using the internet?	What choices does our political system offer us?
Assessment	Half termly formative assessment answering the Key Question: What choices do I have regarding mental health? Students demonstrate their understanding of the unit by answering the enquiry question in a format of their choice including bullet points, mind maps and or written paragraph answers.	Half termly formative assessment answering the Key Question: What informed choices can I make about my eating habits? Students demonstrate their understanding of the unit by answering the enquiry question in a format of their choice including bullet points, mind maps and or written paragraph answers. Summative assessment:	Half termly formative assessment answering the Key Question: What changes will my body go through and what choices might I face? Students demonstrate their understanding of the unit by answering the enquiry question in a format of their choice including bullet points, mind maps and or written paragraph answers.	Half termly formative assessment answering the Key Question: What choices should I consider when developing respectful relationships? Students demonstrate their understanding of the unit by answering the enquiry question in a format of their choice including bullet points, mind maps and or written paragraph answers.	Half termly formative assessment answering the Key Question: What choices will I face when using the internet? Students demonstrate their understanding of the unit by answering the enquiry question in a format of their choice including bullet points, mind maps and or written paragraph answers.	Half termly formative assessment answering the Key Question: What choices does our political system offer us? Students demonstrate their understanding of the unit by answering the enquiry question in a format of their choice including bullet points, mind maps and or written paragraph answers. Summative assessment:

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		15 mark fact based test based on the terms learning.				15 mark fact based test based on the previous terms learning.
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