

## Culcheth High School Key Stage 3 Curriculum Map 2024 - 2025

**Subject:** Personal Development Year 9



**CULCHETH  
HIGH SCHOOL**  
THE BEST THAT WE CAN BE

	Module 1 PSHE Lessons: 8	Module 2 Careers & Enterprise Lessons: 5	Module 3 Citizenship Lessons: 8
Key Concepts	<p>Students consider healthy relationships and investigate the issues and implications relating to sexual activity. Students learn about the personal health and safety implications and 'risky behaviours' associated with 'socially acceptable' practices. Students will consider how power is used and encountered in a variety of contexts (including online) and how it manifests through different behaviours.</p>	<p>Students will learn about different types of banking (online and in-branch), study the importance of saving and learn how credit and debt affect us in the short and long term. Students will research STEM career options and next steps available to them post GCSE study- this will include looking at alternative studies to A-Level, including T-Level qualifications. Students will discover the importance of decision-making during the options process and how important making the correct decisions is. Students will explore the application process for jobs and the importance of a good quality CV.</p>	<p>Students will analyse what the role of the mass media can have on our society and also how they must engage in being environmentally friendly and proactive as a citizen of this country and our world. By understanding how to look after the planet and live in an environmentally friendly way, students will gain a greater knowledge of why climate change and attending a sustainable school is an important way of becoming an active citizen in British society.</p>
Lesson Focus	<ol style="list-style-type: none"> <li>1. Relationships and consent</li> <li>2. Pornography</li> <li>3. Risky Behaviours/County Lines</li> <li>4. LGBTQ+/Tackling HBT</li> <li>5. Positive Mental Health (Lifestyle balance/ Coping Strategies)</li> <li>6. Conception and STIs (School Nurse)</li> <li>7. Eating Disorders</li> <li>8. QMA/Self-Assessment</li> </ol>	<ol style="list-style-type: none"> <li>1. Decision Making and the Options Process</li> <li>2. Local Market Information</li> <li>3. Banking</li> <li>4. Savings</li> <li>5. Credit &amp; Debt</li> </ol>	<ol style="list-style-type: none"> <li>1. Differing forms of mass media</li> <li>2. The view of the media</li> <li>3. Re-using things</li> <li>4. Individuals impact upon the environment</li> <li>5. Sustainable schools</li> <li>6. Saving the environment</li> <li>7. Pressure groups &amp; how they work</li> <li>8. QMA/Self-Assessment</li> </ol>
Themes	<p>RSHE - safe &amp; healthy lifestyles – sex and relationships education</p>	<p>Banking, saving, credit and debt, personal statements, qualifications,</p>	<p>Preparing the students for life as a member of British society and the world, in which they will recycle and be</p>

	DAT - Drugs, alcohol & tobacco and the impact upon behaviours and associated risks and child sexual/criminal exploitation (CSE/CCE)	local career pathways, decision making, the options process	conscious of global warming and living in a sustainable society.
<b>Writing whole school literacy focus</b>	Comment-based evaluative work is completed. PD anthology adhered to.	Paragraph styles for personal statements	Writing is done to show developed knowledge and is completed in an analysed way.
<b>Spiritual, Moral, Social and Cultural theme (SMSC) Fundamental British Values</b>	Students will understand and appreciate personal influences, the consequences of their actions, and exploring human feelings and emotions. They will develop knowledge around the consequences of their actions and knowing how societies and communities function. All PSHE lessons follow and conform to the guidelines set out by the PSHE Association and the DfE and include built in opportunities for students to develop a set of principles that inform their own values and patterns of behaviour.	Students will gain a better understanding of how the economy affects them in real terms, and the importance of informed decision-making. They will learn to evaluate financial impact on society and the individual, learn how the banking system works, consider the spectrum of issues associated with credit and debt, and know how to manage their spending and saving habits.	In this unit, the culture of being environmentally friendly is focused upon, and why it is good for society if everyone takes part. Students develop moral ideas by focusing on how they can look after the world that we all live within and how their own actions can contribute to the rest of British society.
<b>Key Assessment Foci, suggested Assessments and Feedback week</b>	<ul style="list-style-type: none"> <li>Lesson-by-lesson baseline assessment and reflection evidence.</li> <li>End of unit self and teacher assessment and homework tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson-by-lesson baseline assessment and reflection evidence.</li> <li>End of unit self and teacher QM assessment and homework tasks (combined with citizenship content).</li> </ul>	<ul style="list-style-type: none"> <li>Lesson-by-lesson baseline assessment and reflection evidence.</li> <li>Mid unit self-assessment and homework tasks (combined with careers &amp; enterprise content).</li> </ul>
<b>External visitors</b>	External sessions surrounding 'risky behaviours' delivered by Warrington Youth Service.  External sessions on STIs and contraception delivered by the School Health Team (nurses)	N/A	N/A