



Personal Development – Year 8 Long

Term Mapping

Subject Intent/ Aims:

“I have come that they may have life and have it to the full.” John 10:10

The Personal Development programme at St Philip Howard reflects the core teachings of the Church, which emphasise love as the foundation of human existence. It supports students to live life to the fullest by helping them understand that we are created both to love and to be loved.

In Year 8, Personal Development lessons play a vital role in equipping students with the essential knowledge, values, and life skills they need as they grow into responsible, confident young people. These lessons help students understand the risks and consequences associated with alcohol and drugs, enabling them to make informed and healthy choices.

The curriculum also encourages students to value equality of opportunity in the world of work. By challenging discrimination in all its forms and promoting fairness, students learn the importance of respect, inclusion and treating others with dignity.

A key element of the programme focuses on mental health and emotional wellbeing. Students are supported to recognise and manage feelings of stress, develop coping strategies, and build resilience—skills that are crucial for their day-to-day lives and future challenges.

In addition, students explore how to stay safe online and become responsible digital citizens. Lessons develop their digital literacy, preparing them to navigate the online world thoughtfully, safely, and with an awareness of both the risks and the opportunities it brings.

Overall, the Personal Development programme provides students with the vital tools they need to make informed decisions, safeguard their wellbeing, and grow socially, emotionally, and morally as members of their community.

Advent 1: Health and Wellbeing

Advent 2: Experiencing and valuing the wider world

Lent 1: Relationships

Lent 2: Health and Wellbeing

Pentecost 1: Relationships

Pentecost 2: Experiencing and valuing the wider world



Key learning Drugs and Alcohol Community and Careers	Key learning Equality Emotional wellbeing	Key learning Exploring relationships Digital literacy online
<u>Key Content/knowledge</u> Advent 1: Health and Wellbeing What is a drug? - To understand the difference between recreational and medicinal drugs. - To know what affects drugs and alcohol have on us mentally and physically - To recognise the signs of drug and alcohol use What is addiction? - To understand what habit and dependance mean - To know how a habit can become an addiction. - To be able to recognise habits and addictions. What are the risks of tobacco and vapes?	<u>Key Content/ Knowledge)</u> Lent 1: Relationships What is the equality act? - To understand the 9 protected characteristics - To know how the equality act protects people - To know how to treat people What is the impact of feminism and women's rights? - To understand what feminism and women's rights are - To know how feminism and women's rights have brought about positive changes in society - To understand our own role in upholding women's rights	<u>Key Content/ Knowledge)</u> Pentecost 1: Relationships What is a positive relationship? - To understand the different types of relationships - To consider how relationship can be good and bad - To be able to identify the positive relationships in our own lives How do I make friends? - To understand different relationships - To be able to recognise when a friendship/relationship is over - To know how to forge new friendships How do I recognise and set healthy boundaries? - To understand what personal boundaries are in relationships and friendships





- To understand the difference between smoking and vaping - To recognise the harmful effects of smoking and vaping - To know how to say no.	What does the Church teach about LGBTQIA+ and relationships?	- To recognise when someone is not respecting our boundaries - To know how to seek help if boundaries are crossed or pressure is applied
What are the harmful effects of alcohol and recreational drug use? - To understand the laws around alcohol and recreational drugs - To be able to recognise the effects of drinking alcohol and recreational drugs - To know what is a legal and healthy regarding drinking alcohol a	- To know what is meant by the acronym LGBTQIA+ - To understand what the Catholic Churches teaches about LGBTQIA+ and relationships - To recognise and know the harmful effects of prejudice towards the LGBTQIA+ communities	What are the consequences of sharing sexual images online
What potential negative influences are there related to substance abuse? - To identify different factors that can influence our choices around drugs and alcohol - To reflect on how we might feel in situations where others are encouraging risky behavior. - To practice strategies for resisting peer	What is consent and why is it important?	- To understand what sexting is - To consider reasons why people share images - To be aware of the social, emotional and legal consequences of sharing online
	- To understand what consent means in different contexts and to know the law around giving and receiving consent - To recognise verbal and non-verbal signs of consent and non-consent - To understand the importance of respect, boundaries, and healthy relationships	Pentecost 2: Experiencing and valuing the wider world
		How do I stay safe online?
		- To know what online grooming and online exploitation are - To recognise how digital communication, algorithms and online interactions can influence thoughts, feelings and behaviour



pressure and making independent decisions.	Lent 2: Health and Wellbeing	
Advent 2: Experiencing and valuing the wider world	What is mental health?	
What are my interests?	- To understand the links between physical and mental health - To know the misconceptions about mental health - To know how to support people with their mental health	
- To identify and explain my personal interests, strengths, and preferences. - To reflect on how my interests make me feel and how they could shape my future happiness. - To create a visual or written map of my interests and how I might develop them further.	What is positive wellbeing?	
What are the challenges and rewards of working?	- To understand our own emotions - To know why it is important to manage our emotions - To know some strategies to promote our own positive wellbeing	
	What is a coping strategy?	
	- To understand what a coping strategy is - To be able to identify healthy and unhealthy coping strategies - To know how to promote healthy coping strategies	
How do I stay safe online and manage digital		To know how to act safely online, including protecting personal information and reporting concerns
		What are the dangers of fake news?
		- To understand what fake news, misinformation and disinformation are - To recognise common techniques used to spread fake news (clickbait, deepfakes, bots, edited media) - To be aware of how fake news can cause harm to individuals, communities and democracy
		What is radicalisation and extremism?
		- To know what radicalisation and extremism are - To know how social media, echo chambers and online algorithms can support radicalization - To know that radicalisation and extremism go against British Values and how to report concerns safely
		How can I stay financially secure online?





enjoy rewards. What do success and achievement mean to me? - To describe different definitions of success and achievement. - To explore my personal values and what success means to me emotionally. - To set a short-term personal goal and plan practical steps to achieve it. What are the different types of employment? - To know what employment, self-employment and voluntary work are - To recognise the advantages of each type of employment - To consider our own attitudes towards the different types of employment and how they could benefit us. What is equality of opportunity? - To understand the different types of discrimination - To know what is meant by equality of opportunity - To be able to recognise when somebody is	pressures? - To know how online behaviour affects mental health and wellbeing - To recognise harmful content, digital manipulation, and unrealistic expectations - To know where to seek help if experiencing online bullying, pressure, or exploitation	- To understand what online scams, fraud and phishing are - To be aware of financial risks such as identity theft, subscription traps, fake websites and impersonation scams - To know how to stay financially secure online, including checking authenticity, using secure payment methods and reporting fraud
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being discriminated against and understand their rights		
<u>POS refs</u> H23, H24, H25, H26, H27, H29, H31, H5, R42, R44 R39, R41, L3, L8, L9, L10, L11, L12	<u>POS refs</u> R39, R40, R41, R3, R4, R42, R43 H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<u>POS refs</u> H35, H36, R4, R5, R10, R16, R18, R24, R25, R26, R27, R29, R30, H3, H30, H32, R17, L19, L20, L21, L22, L23, L24, L25, L26, L27



<u>Advent</u>	<u>Lent</u>	<u>Pentecost</u>
<u>Key concepts:</u>	<u>Key Concepts</u>	<u>Key Concepts</u>
Recreational drugs	Equality act	Sexting
Medicinal drugs	Protected characteristic	Online grooming
Habit	Feminism	Fake news
Addiction	LGBTQIA+	Radicalisation
Equality of opportunity	Mental health	Extremism
Gender stereotype	Positive wellbeing	Online scams
Employment	Coping strategies	
Self-employment		
Voluntary work		

HO Knowledge

Students will engage in critical thinking and analysis, to deepen their understanding of complex issues such as relationships, consent, digital safety, and emotional wellbeing. This level of knowledge encourages students to move beyond basic comprehension and memorization, prompting them to evaluate different perspectives, make informed decisions, and apply their learning to real-life scenarios. Students will develop a more mature approach to personal and social challenges, preparing them for responsible and informed participation in society.



<u>HO Composites</u> • What are the short-term and long-term effects of alcohol and drug misuse on an individual's physical and mental health? • How do social pressures and environmental factors contribute to the initiation and continuation of drug use among teenagers? • How can support systems effectively address alcohol and drug misuse? • What are the short-term and long-term effects of alcohol and drug misuse on an individual's physical and mental health • In what ways do different types and patterns of work affect individuals' career opportunities and work-life balance? • How does promoting diversity and inclusion within the workplace contribute to greater equality of opportunity?	<u>HO Composites</u> • How does the Equalities Act protect individuals from various forms of discrimination? • How do different forms of discrimination, such as racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia, and transphobia, impact individuals' lives and opportunities? • What are the social and psychological impacts of discrimination on individuals and communities? • How do media representations of body image affect the mental health and emotional wellbeing of young people? • What are the key factors that contribute to mental health issues among teenagers?	<u>HO Composites</u> • What are the key components of informed consent, and how can they be effectively communicated in various contexts? • What are the psychological and social risks associated with sexting? • In what ways does digital literacy influence an individual's ability to participate in modern society, and what are the consequences of digital illiteracy? • How does media bias shape public opinion, and what steps can be taken to foster critical media consumption among audiences? • What psychological principles do gambling companies exploit to attract and retain customers?
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Composite Skills

- Understanding and sharing the feelings of others to build stronger relationships.
- Using verbal and non-verbal communication effectively to express thoughts and feelings clearly and respectfully.
- Identifying conflicts and employing strategies to resolve them peacefully.
- Working cooperatively with others to achieve common goals.
- Recognising one's own emotions, strengths, and weaknesses.
- Identifying sources of stress and employing techniques to manage and reduce stress.
- Recognising the importance of consent in various contexts and knowing how to give and receive it appropriately.
- Establishing and respecting personal boundaries in relationships.
- Identifying risks online and employing strategies to stay safe on the internet.

Assessment/s (Formative and Summative):

- Key Concept tasks
- RRR tasks at the start of each lesson
- Discussion tasks/Think Pair Share
- Tiered questioning
- Synoptic quizzes to be completed regularly



Literacy/Numeracy/Cross Curricular links

Literacy

- Use articles, stories, and case studies related to PSHE topics
- Teach students to structure arguments and express their thoughts clearly through persuasive writing exercises on PSHE-related issues.

Numeracy

- Use real-life scenarios to teach concepts like interest rates, loans, and investments, helping students make informed financial decisions.

Science:

- Human anatomy, puberty, and reproductive health.
- Mental health topics through a scientific approach, discussing the physiological effects of stress and strategies for well-being.

History:

- Historical events and figures in the context of social justice, human rights, and ethical decision-making.

ICT

- Digital literacy and online safety, focusing on responsible internet use and the impact of social media.

SMSC/BV

- **Reflection Activities:** Pupils are encouraged to reflect on their personal beliefs, values, and experiences.
- **Ethical Dilemmas:** Pupils will consider different moral dilemmas related to real-life situations
- **Celebration of Diversity:** Pupils will understand the 9 protected characteristics and learn to value the diversity in our society
- **Democracy Rule of Law:** Pupils will have sound understanding of these concepts as well as the different types of law
- **Mutual Respect** All lessons will promote mutual respect and those in our local and wider communities
- **Conflict Resolution:** Pupils will learn different ways of resolving conflicts respectfully and understanding different viewpoints



Adaptive strategies

- Differentiated Instruction
- Use of Technology
- Scaffolded Learning
- Regular Check-ins
- Flexible Grouping
- Parental and Community Involvement
- Role-Play Scenarios



St Philip Howard Catholic Voluntary Academy



Department Planning 2025-2026



**St Ralph
Sherwin**
Catholic Multi Academy Trust



ST. PHILIP HOWARD
CATHOLIC VOLUNTARY ACADEMY